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ABSTRACT

New York University's Leadership Program in the Care of Infants and Toddlers, an interdisciplinary training model, is described in this final report covering the program's three-year grant period from the National Institute of Mental Health. Focusing primarily on training individuals for leadership positions in the area of infant and toddler care, the program incorporates relevant expertise from the departments of Educational Psychology, Nursing Education, Home Economics Education, and Early Childhood and Elementary Education. Brief descriptions of the program's background, rationale, and objectives are followed by an extensive report on the procedures of implementation. Also described are the staff and trainees involved in the program as well as the training activities and assessment procedures used, including the evaluation design, core courses, field work, field visits, field seminars, group projects, goal attainment scaling, assessments of staff, and staff assessments of students. A discussion of the overall findings, the current status of program graduates, and recommendations for the future is presented. The bulk of the report is comprised of appended sample course materials and guidelines. (Author/JA)

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Final Report Submitted to:
The National Institute of Mental Health
U. S. Department of Health, Education, and Welfare

LEADERSHIP PROGRAM IN THE CARE OF INFANTS AND TODDLERS

A TRAINING MODEL

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School of Education, Health, Nursing, and Arts Professions
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I.S.S.
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I. BACKGROUND STATEMENT

The number of group care facilities for infants and toddlers has been increasing throughout the country during the past decade in response to the needs of working mothers; yet they have been frequently hastily planned and poorly implemented. On the local level representatives of the New York City Department of Health concerned about the quality of care in such facilities had arranged for training sessions for caregivers but recognized that there was a need for a leadership program for the directors of day care centers. Consequently, in 1971 they approached two faculty members in the Department of Early Childhood and Elementary Education at New York University and encouraged them to formulate the present Leadership Program in Infant and Toddler Care and Education.

The New York City guidelines for the day care of infants specifies that a director should be fully qualified in one of the child-caring professions, i.e., Early Childhood Education, Pediatrics, Graduate Pediatric Nursing, Psychology, Social Work, or Home Economics. In discussions between representatives of the Department of Health and faculty representatives from New York University, it was agreed that a sound mental health approach to the care and education of young children required leaders with a broad base of knowledge and skill drawn from each of the professions cited above rather than a narrow specialization in any one. If programs for children are to be soundly grounded in knowledge about the total adjustment of the young child, a director with a background in Home Economics needs to know more than nutri-

tion and budgeting, s/he must understand child development and how to work with parents; a director whose base is early childhood education needs to know about nutrition, child health and illness, and how to utilize the resources of a community; the leader who may happen to be a psychologist needs to know much more than child development and assessment procedures, s/he must know how to develop and implement curriculum and be skilled in group management; similarly, a director or leader whose training has been in the field of nursing must have dimensions added to his/her specialized training in pediatrics. Hence, it was determined that a master's degree program would be the most appropriate level for the Program allowing the individual to acquire a thorough grounding in a relevant discipline as an undergraduate and specialization in infant and toddler care as a graduate. Further it was recognized that since leadership personnel for infant and toddler programs was most likely to emerge from certain disciplines, involvement was requested from the appropriate New York University School of Education Departments, i.e., Early Childhood and Elementary Education, Educational Psychology, Home Economics, and Nursing Education.

At this point the relevant knowledge and skills sought from these departments were as follows:

Early Childhood: Knowledge of curriculum planning, selection and use of appropriate materials and equipment, interactional skills, class management, and work with parents

Educational Psychology: Skill and knowledge in child development, learning styles, evaluation, and child assessment

Home Economics: Knowledge in the area of nutrition, budgeting, family relations, and parent education

Nursing Education: Technical aspects of care of infants, knowledge and skills needed for promotion of health and prevention of illness, and administration and supervision

While representatives from each of the four departments would be relied upon to bring to planning sessions the particular perspective of their respective fields with their accompanying body of knowledge, it was hoped that they would also recognize and endorse the need for an interdisciplinary effort in order to create a quality leadership program in infant and toddler education.

It is a truism that administrative structures and their degrees of flexibility vary. Consequently for those interested in replicating this model, a specific mode of operation cannot be recommended. Rather, interested readers can extrapolate from the procedures briefly related below those elements relevant to her/his particular situation. The substance of the program, however, is applicable to widely varying situations.

Initially, a draft proposal was prepared outlining ideas for a graduate degree interdisciplinary program in infant and toddler education. As an important component of such a program, plans for a model infant center were also developed. The model infant center was designed to function as a laboratory for the study of infant development and stimulation while providing field experience for graduate students through opportunity to investigate methods of preparing adults for the functional roles required in such infant centers.

Individual meetings were held with the chairperson of each of the four designated departments. All of them enthusiastically endorsed the concept and expressed desire to participate in the interdisciplinary undertaking. Appropriate faculty were selected from each area to form a planning group

of nine. At the first meeting the general plans were endorsed, and a writing team was organized to develop a full proposal for the model center. The development of the graduate degree program began with each unit agreeing to prepare a statement regarding the nature of their specialized input to the preparation of leaders in infant and toddler care and education, developing a list of existing offerings deemed appropriate and presenting ideas for new courses which might be developed.

In subsequent meetings new understandings about the nature of the knowledge base of each of the disciplines emerged replacing the stereotypic and limited views previous held. This new understanding contributed to an appreciation of the essential interrelationship of the contributions from the four departments which led to a formulation different from what had been expected at the outset. For example, those in Nursing Education offered expertise in the area of Family Dynamics while representatives from Home Economics Education identified their strength as Institutional Management, thus reversing the original conception regarding departmental contributions.

The proposal for a model center was rejected by central administration on the grounds that it was too costly and not generally replicable. Despite the keen disappointment felt because of this lack of support for the model infant center, work on the development of the degree program in infancy continued. As an alternative to the infant center, it was agreed that existing infant facilities in the greater metropolitan New York area could be surveyed and that through careful selection a group of cooperating institutions could be identified that would provide appropriate field experiences for program participants.

Ultimately, course outlines for four defined content areas were developed: Infant Development (Educational Psychology), Infant Curriculum (Early Childhood), Institutional Management (Home Economics), and Family Health & Relationships (Nursing Education). A field experience was viewed as an essential element to be taken concurrently with course offerings in order to provide a forum for testing and making practical applications of the theoretical foundation presented in classes.

In discussing the specific content of each of the proposed courses, it became evident that while a course had been designated the primary responsibility of a particular department the other departments also had important input to make to that course. For example, those in Early Childhood had practical knowledge of center management, working with parents, and learning as well as curriculum development; those in Nursing had expertise in staff relationships, group health, and feeding practices; those in Home Economics Education had contributions in the area of space utilization and equipment; and those in Educational Psychology had input in staff selection and program development. In effect, all four proposed courses would benefit from collaborative efforts. The co-teaching of courses was discussed as the preferred way of supporting such collaborations. However, the university's complex method of determining faculty load credits along with problems of conflicting teaching schedules made this an unattainable dream. Instead, weekly meetings of the instructional staff, with faculty load credit, was deemed to be the next best solution available. At such meetings the progress of each course could be discussed, perspectives from the other disciplines incorporated, and direct co-teaching arranged where appropriate and where schedules permitted.

While this planning was taking place, the problem of territoriality was also being encountered. This disease nourished by a range of forces in most university settings including this one is expressed in a variety of ways. Each department has its required progression through set sequences that culminate in a designated degree. Deviations from a prescribed route are discouraged. Words can be "owned" by certain departments, and if they appear in course titles in another field, they may well become the source of controversy. Students being the life-line of departments are coveted--a reduction in numbers can be a serious financial blow and result in cancelled classes, smaller faculty, and a myriad of other problems. Territoriality is an enemy of interdisciplinary undertakings of the kind proposed. The Infant Program, of 22 credits, was defined as a FUNCTIONAL MINOR to be incorporated into a master's degree program of each of the departments; 10 of the 22 credits would always be taken in the department in which the student was matriculated, and each department would receive full student point credit for enrollment in their course offering. Further, each participating student would have in addition to a departmental advisor for his/her degree program an advisor for the functional minor in infancy. By doing this, departmental territoriality was minimally affected, point counts and hence income were equally distributed, and the integrity of degree requirements preserved. The final agreement among departments read as follows:

1. The master's level program should be 34-47 points, depending upon previous background of matriculants.

2. It is to be an inter-divisional program involving the Departments of Early Childhood Education, Educational Psychology, Home Economics Education, and Nursing Education.

    a. Students will be matriculated through respective departments.

b. They will meet the requirements for graduate work in these departments.

c. They will have a functional minor in Infant and Toddler Education of not less than 22 points.

3. The required minimum of 22 points will comprise the following courses. Each of these courses will be based in one of the four departments.

Educational Psychology - Growth and Learning of Infants and Toddlers	4 pts.
Nursing Education - The Family--Its Health, Roles, and Relationships	4 pts.
Home Economics Education - Institutional Management and Administration	4 pts.
Early Childhood Education - The Program for Infants and Toddlers	4 pts.
	16 pts.
Plus field work of 6 points to be offered in the department in which the student is matriculated.	6 pts.
	22 pts.

It should be emphasized that the team approach to the design and instruction of each of the above courses will ensure that the content reflects the special contribution of each of the departments involved.

4. Each department has been asked to design the course which has been indicated as its responsibility, keeping in mind the following:

a. the four-way input, suggested in the initial written material submitted by the departmental representatives

b. the need to avoid duplication

c. the need to check for and correct any inadvertant omissions of essential content

Subsequent agreements specified that the 22 credits in Infant and Toddler Care and Education would be completed over two continguous semesters and would be sequenced as follows: Infant Development and Family Health to be offered

during the fall term as prerequisites to Institutional Management and The Program for Infants and Toddlers.

These new courses were presented by each department through its internal machinery and then moved through the central certifying committee with some amusing exchanges that underscore the point made earlier about "words" being owned by various departments. It was learned that "play" and "administration" were two words which could not be used without appearing to encroach upon another department's territory.

In the 1972-73 academic year it was decided to test run two of the courses, i.e., Infant Development and The Program for Infants and Toddlers, for a limited number of students and at the same time to begin an intensive effort to obtain outside funding. The proposal was written and rewritten some 12 times, and finally in June of 1973 the Lilly Endowment, Inc. awarded a three-year grant to the Program which enabled it to institute a pilot program with certain modifications. The realities of the funding made it necessary to eliminate the team-teaching component, the development of assessment instruments for the evaluation of the effectiveness of the Program, and for lack of sufficient stipends the participants were part-time rather than full-time students. The pilot program was implemented in this form for two academic years during which time efforts to obtain additional funding to facilitate the implementation of the full program as designed continued.

In the spring of 1975 the National Institute of Mental Health awarded a three-year grant to the Program. Included were stipends to support full-time students and sufficient funds for program evaluation and the team-teaching component. This final report describes the program model supported through the NIMH grant.

At the time the proposal for the National Institute of Mental Health was prepared several years ago, an extensive search of the relevant literature was made. It was reported that while there was a growing literature on infant research as well as applications of this research to child-care settings, little was available concerning training individuals for the care of infants and toddlers. The literature that was available focused primarily on the training of paraprofessionals in caregiving roles or were programs designed for mothers of infants. It is believed that the Leadership Program in Infant and Toddler Care and Education at New York University is the first of its kind, focusing primarily on the needs of individuals aspiring to leadership roles such as that of a director or educational coordinator of a group care facility. Since the inception of the New York University Program, while some new programs have been initiated, there continues to be a dearth of literature concerning programs designed to train leaders in the field of infant and toddler care and education. It is hoped that the following account may be of assistance to those interested in formulating such a program.

II. RATIONALE AND OBJECTIVES

The Leadership Program in Infant and Toddler Care and Education was supported by the National Institute for Mental Health for three academic years, from the fall of 1975 through the summer of 1978. While refinements in the Program have been made during this period and while there has been some shift in the goal aspirations of our students, the basic goal of the Program has remained constant, the cultivation of leadership in the area of infant and toddler care and education through the following general and specific student objectives:

RELATIONAL SYSTEM — The student recognizes that the child must be viewed in terms of the totality of his relational system taking into account the environmental and social matrix in which the observation is taking place. The factors influencing the child's behavior in one setting will affect the other situation whether family or day care center.

CHILD DEVELOPMENT — The student will be able to identify behavior consistent or inconsistent with child development theory and will be able to select, design, and sequence developmental activities based on a diagnosis of each child's level of developmental growth.

HEALTH — The student will have a beginning ability to assess the health status of infants and toddlers and can recommend to parents and day care staff appropriate preventive measures compatible with developmental tasks and tools. In addition, she will

recognize her role in helping the child and family use the possible effects of hospitalization and illness as a means for increasing their potential in dealing with later stresses.

COMMUNITY BASE — The student will be able to design a program that is uniquely suitable to and appropriate for a particular group of children and parents, as their needs are related to their socio-economic and cultural backgrounds. In addition, the student will know the techniques and procedures for working with community representatives and leaders and for making maximum use of community resources in the interest of the program for children and their parents.

PROGRAM DESIGN — The student will be able to plan a learning environment in keeping with the population which will include an arrangement of space and environment that will: provide for safety of children, permit a variety of learning activities to take place simultaneously and without interfering with each other, allow for the privacy of individuals for whom socializing activities may not be appropriate at a particular time, and provide for mobility of adults in interacting with children.

IN-SERVICE EDUCATION — The student will be able to identify the professional needs of the staff, group these needs, and establish priorities for an in-service education program which will improve the program for children and raise the level of staff performance; implement

the in-service program and evaluate its effectiveness on the basis of a statement of anticipated outcomes which they will develop beforehand.

PARENT EDUCATION — The student will be able to implement a program that will increase school-home interaction in the interests of children by identifying the interests and needs of a particular group of parents, planning a series of group and/or individual discussions designed to increase parents' awareness of their children's developmental needs and the significance of their behavior, and by utilizing techniques which will build the ego-strength of parents and better enable them to deal more confidently and effectively with their children.

ADMINISTRATION — The student will be able to implement a sound system of management and administration. This includes preparation of a budget arranging for the allocation and expenditure of funds, task analysis, criteria for selection and employment of personnel, work scheduling, record and bookkeeping, and food supervision.

When representatives of the New York City Department of Health first approached members of the faculty at New York University concerning the creation of a leadership program, the social need that had been identified was that of a quality training program for directors of group care facilities for infants and toddlers. Since that initial overture in 1971 the number of publicly supported group care facilities for children under the age of three in New York City has been reduced from thirty to eight due to the fiscal

crisis. On the other hand a number of private facilities for the group care of infants and toddlers have been initiated as well as a growing number of publicly funded family day care clusters. It should also be noted that there are in the city a vast number of unlicensed facilities. Outside New York City in the greater metropolitan area, there appears to be greater financial support for day care.

Given this situation, the Infant and Toddler Program has been responsive to a more diversified need. While maintaining the central commitment to quality care for infants and toddlers, the areas of family day care, parenting, and facilities for infants and toddlers with special needs have also been explored. Women who are currently caring for the children of others on both an informal and formal basis are often in need of a support system to help them provide a stimulating environment for the children in their charge. Likewise, an increasing number of new parents who may find themselves isolated without the traditional support systems are seeking out assistance as they approach and work through their parenting responsibilities. With greater realization of the importance of the first few years of life and with greater sophistication concerning appropriate enrichment for this period, the number of facilities geared to the special infant has been on the increase. Included in this category are a myriad of special problems, e.g., mental retardation, often the more easily identified Down's Syndrome; infants and families at risk; and infants with physical disabilities. All the above areas are in need of individuals with a sound grounding in infant and toddler development and care to assume leadership roles.

The underlying rationale for the creation of the Infant and Toddler Program from its inception has been that those who are to assume leadership roles in the area of infant and toddler care would be best served during their preparation by a solid grounding in the relevant literature from Educational Psychology, Nursing Education, Home Economics Education, and Early Childhood and Elementary Education. To this end the program which was created has been an interdisciplinary one, offering course work from each of the four departments, providing a forum for the interdisciplinary team to meet and work together, and initially drawing most of the students from these areas. During the course of the three-year NIMH grant, additional contacts have been made with related departments. With the recognition of the need for personnel to work with infants and toddlers with special problems, it has been possible for students to maintain a functional minor in Infant and Toddler Care while matriculating in a Special Education Program. Students have also matriculated in the School of Social Work, the Department of Educational Administration and Supervision, and the Department of Bilingual Education. Plans are currently under way to further develop the parenting area.

In the original design for the program, the emphasis had been primarily on developing knowledge and skills in working with and creating an appropriate environment for young children. During the first year of the NIMH grant, however, it was recognized that if the program was concerned with developing leaders there was a need for a program component devoted primarily to leadership. The conceptualization of leadership revolved around three central interrelated ideas: leadership as related to self as a growing person,

leadership as related to the human service delivery system, and leadership as related to the task. While it was felt that some attention was devoted to leadership as related to self through the periodic conferences with faculty and a solid knowledge base was provided through course work for leadership as related to the task, leadership as related to the human service delivery system had not received the same concentrated attention. Consequently, during the second year of the grant, a four-session mini-course was offered during the field seminar led by a faculty member from the School of Social Work. The focus of the sessions was an examination of group process, recognizing that a director spends a substantial amount of time in interactions with adults. The mini-course was expanded to a full course during the third and last year of the grant.

III. PROCEDURES

Staff and Team-teaching Component

Central to the quality of the program was the selection of appropriate faculty. Faculty for the core courses were selected by the program director in conference with the appropriate departmental chairperson or on the recommendation of the chairperson. There was substantial continuity of faculty members during the three years of the grant. In cases where a change was necessary, the former faculty member assisted the new member of the team so as to provide sufficient articulation from year to year. Tabled below are the roles of the participating staff, departmental affiliations, and the percent of their time devoted to the project.

It should be noted that during the 1975-76 academic year, the program was receiving some support through the Lilly Foundation as well as the National Institute of Mental Health. The Lilly monies supported part of the salary of the Program director and made it possible to have a half-time doctoral teaching fellow assigned to the Program. In the 1977-78 academic year the field supervisor was completely supported by New York University as was the instructor of the course on Group Dynamics. Normally, a portion of the teaching faculty's salary was supported through the grant to maintain the team-teaching component, but since the instructor was a part-time person with limited time commitment to the Program, this was not done. The reduction of the time commitment of the teaching faculty from 25% to 20% during 1977-78 reflects a cut-back in course points from four to three points each in order to accommodate the new Group Dynamics course.

Table 1

Program Staff

Role	Affiliation	% of Time on Program[1]	Amount of NIMH Grant
	1975-1976		
Program Director Administration Field Supervision & Seminar	Associate Professor Early Childhood & Elementary Education	60%	0
Program Coordinator Program Evaluation Field Supervision & Seminar Instructor--Educ. of Infants & Toddlers	Associate Professor Early Childhood & Elementary Education	45%	10%
Teaching Faculty Psychological Research in Infancy	Associate Professor Educational Psychology	25%	10%
Teaching Faculty Health-Family Roles & Relationships	Assistant Professor Division of Nursing	25%	10%
Teaching Faculty Institutional Management	Teacher Home Economics	25%	10%
Supervisor & Program Assistant	Doctoral Teaching Fellow Early Childhood & Elementary Education	50%	33%
	1976-1977		
Program Director Administration Field Supervision & Seminar	Associate Professor Early Childhood & Elementary Education	60%	20%

Table 1 (Continued)

Program Staff

Role	Affiliation	% of Time on Program	Amount of NIMH Grant
	1976-1977 (Continued)		
Program Coordinator Program Evaluation Field Supervision & Seminar Instructor--Educ. of Infants & Toddlers	Associate Professor Early Childhood & Elementary Education	40%	28%
Teaching Faculty Psychological Research in Infancy	Associate Professor Educational Psychology	25%	7.5%
Teaching Faculty Health-Family Roles & Relationships	Assistant Professor Division of Nursing	25%	7.5%
Teaching Faculty Institutional Management	Teacher Home Economics	25%	7.5%
	1977-1978		
Program Director Administration Field Supervision Instructor--Educ. of Infants & Toddlers	Associate Professor Early Childhood & Elementary Education	60%	Spr.- 5.5%
Program Evaluation		Sum.-100%	Sum.-100%
Field Supervisor Seminar	Professor Early Childhood & Elementary Education	33.3%	0

Table 1 (Continued)

Program Staff

Role	Affiliation	% of Time on Program	Amount of NIMH Grant
	1977-1978 (Continued)		
Teaching Faculty Psychological Research in Infancy	Associate Professor Educational Psychology	20%	Spr.-5.5%
Teaching Faculty Health-Family Roles & Relationships	Assistant Professor Division of Nursing	20%	Spr.-5.5%
Teaching Faculty Institutional Management	Doctoral Teaching Fellow Home Economics	20%	Spr.-5.5%
Teaching Faculty Group Dynamics	Adjunct Associate Professor School of Social Work	Spr.-20%	0

[1]Percentages are computed for the academic year except where indicated.

The team-teaching component for the Program departed from the more common model of two or more instructors cooperatively teaching a course. Although this possibility had been explored, it was determined to be unworkable given the University's procedures for determining faculty load credits and the problem of conflicting teaching schedules. Instead, interdisciplinary team-teaching was defined as the outcome of the interactional process among the faculty involved in the planning and implementation of the instructional program. Interdisciplinary team-teaching required each of the faculty participants to continuously assess how her part in teaching a specific area contributed to the realization of the Program's goal--the development of leadership for the field of infant and toddler care and education. Team-teaching worked to help a faculty member reconceptualize her traditional role as a transmitter of content in a given area of specialization to that of a faculty role model engaged in selecting and ordering the content of a particular discipline in the context of the students' learning needs as these related to the Program's objectives. The format for the exploration of this model was weekly meetings in which the Program objectives, student needs, and course content were continuously under discussion. The NIMH grant made possible the implementation of the team-teaching component by providing some funds to support this portion of faculty members' loads. In other words, faculty commitment to the Program was continuous. Typically a faculty member would teach one of the core courses one term and attend the weekly team-teaching meetings as part of her teaching assignment. She would continue to attend the meetings the second term, even though she was not then teaching a course, and would receive faculty load credit. The value of this component was highlighted in the case of the new Group Dynamics course staffed by a part-time

person. Due to constraints on her time, it was not possible for this faculty member to attend all the meetings though she was able to attend two which were then devoted to her course. It was found that this was insufficient contact to provide for the necessary articulation of program components.

Some of the outcomes of this process have been:

1. Sharing knowledge and information about current research in the field of infancy from one's discipline and from recently attended conferences and meetings.

2. Jointly planning experiential opportunities for the students drawing upon the range of skills and contacts represented by the team.

3. Coordinating course content through planning for concurrent teaching of related theories from different disciplines and drawing from field experiences for concrete examples illustrative of the application of these theories.

4. Planning for the preparation of teaching tools such as the use of videotape and film which have the potential for extending students' learning.

5. Identifying and demonstrating teaching techniques which will help extend the repertoire of fellow team members.

6. Pooling varying perspectives of the team members concerning individual students so that a more complete understanding of the functioning of a student is possible leading to appropriate action on the part of the faculty.

Trainees

The selection criteria for program trainees centered around three key areas: academic potential, including but not limited to communication skills and scholarship; field potential, including but not limited to interpersonal sensitivity, openness to supervision, and ability to apply theory to practice; and leadership potential, including but not limited to appropriate task orientation, self-awareness, concern for ethical and social values, and sense of responsibility for nurturing learning in others. An interview schedule and rating sheet were developed to help assess these areas (see Appendix A). In addition to these key areas there was some concern that the student body for any one academic year would be a diverse one regarding experience, departmental affiliation, ethnic background, point of view, and represent a good age span. It was felt that such a diverse group would best represent the many potential work situations that graduates of the program might encounter.

When the program was first funded on a pilot basis through the Lilly Foundation, a brochure was developed together with a program description. Both were deciminated to the New York City Department of Health and the usual day care channels as well as to all relevant departments at New York University. Follow-up mailings were made on a continual basis as inquiries were received as additional likely sources of potential trainees were identified. Further, when faculty associated with the program spoke at various appropriate functions, literature describing the program were distrubuted.

Given these efforts, a number of well qualified individuals were interviewed and accepted into the program. In Table 2 are presented information concerning the academic background and work experiences of the students who

Table 2

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
	1975-1976	
Candidates for M.A. Early Childhood:		
Part-time	B.A. English B.Ed. Elementary Education	Teacher K-6 (Pakistan)
Full-time	B.S. Early Childhood	Curriculum Assistant District II, New York City Pre-School
Full-time Fellowship	B.A. Elementary Education	Teacher Pre-School
Part-time	B.S. Early Childhood	Teacher Elementary Education Director I & T Program
Full-time Fellowship	B.S. Elementary Education	Teacher Pre-School
Full-time	B.S. Elementary Education	Teacher Pre-School & Primary
Full-time Fellowship	B.A. Elementary Education	Teacher's Aide Elementary & Primary
Full-time Fellowship	B.S. Early Childhood	Teacher Adult Education & Primary
Part-time	B.S. Elementary Education	Teacher Nursery & First Grade
Candidates for M.A. Educational Psychology:		
Part-time	B.S. Nursing	Pediatric Nurse
Part-time	B.S. Special Education	Physical Therapist (Infants)

Table 2 (Continued)

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
Candidates for M.A. Educational Psychology (Continued):		
Full-time Fellowship	B.A. Psychology	Caseworker and Teacher
Full-time Fellowship	B.A. Psychology	
Full-time	B.A. Psychology	Managerial & Supervisory in Business
Full-time	B.S. Nursing	Nurse/Teacher Mentally Retarded Infants & Pre-Schoolers
Candidates for M.A. Home Economics:		
Full-time Fellowship	B.S. Home Economics	Teacher JHS & HS Home Economics
Full-time Fellowship	B.S. Home Economics	Dietician
Candidate for M.S.W. Social Work:		
Full-time	B.A. Psychology	Teacher Pre-School

Table 2 (Continued)

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
	1976-1977	
Candidates for M.A. Early Childhood:		
Part-time	B.A. English B.Ed. Elementary Education	Teacher K-6 (Pakistan) Teacher Toddlers
Part-time	B.S. Early Childhood	Teacher Elementary Education Director I & T Program
Full-time	B.S. Early Childhood	Teacher 3-year-olds
Full-time Fellowship[1]	B.S. Early Childhood	Teacher 4- & 5-year-olds
Full-time	B.A. Early Childhood	Teacher 3- & 4-year-olds
Part-time	B.S. Education	Practical Nurse Director I & T Program
Part-time	Certificate Early Childhood (West Germany) B.A. Home Economics	Baby Nurse Assistant in Day Care Center
Full-time Fellowship	B.S. Elementary Education	Teacher 3- & 4-year-olds
Part-time	A.S. Early Childhood B.S. Early Childhood Montessori Diploma	Teacher of Infants in Day Care Family Day Care Provider
Part-time	B.A. Early Childhood	Teacher of Infants in Day Care
Part-time	B.S. Elementary Education	Teacher Nursery & First Grade

[1]On fellowship fall term only, health leave spring term.

Table 2 (Continued)

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
Candidate for 6th-Year Certificate Early Childhood:		
Part-time	B.A. Physiology M.S. Education	Teacher Elementary & Junior High
Candidates for M.A. Educational Psychology:		
Full-time Fellowship	B.A. Sociology	Therapist in Therapeutic Nursery
Full-time Fellowship[1]	B.A. Psychology	Designer & Account Executive
Candidates for 6th-Year Certificate Home Economics:		
Full-time Fellowship	B.S. Nutrition Education M.A. Nutrition	Teacher Teenagers & Adults Dietician
Full-time Fellowship	B.S. Food & Nutrition M.A. Food & Nutrition	Dietician
Candidate for M.A. Special Education:		
Full-time Fellowship	B.A. Anthropology	Teacher's Assistant 4-months to 5-year-olds, Mentally Retarded

[1]On fellowship spring and summer terms only.

Table 2 (Continued)

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
	1977-1978	
Candidate for M.A. Bilingual Education:		
Part-time	B.A. Political Science/Asia	Teacher of Chinese 4-9-year-olds
Candidate for 6th-Year Certificate Bilingual Education:		
Full-time Fellowship	B.S. Child Development M.Ed. Human Development/ Guidance	Teacher Headstart
Candidates for M.A. Early Childhood:		
Part-time	B.A. History	Teacher Pre-School
Part-time	B.S. Psychology	Tutor
Full-time Fellowship	B.S. Early Childhood	Teacher Pre-School
Part-time	B.S. Early Childhood	Teacher Elementary Education Director I & T Program
Part-time	B.A. Early Childhood	Teacher of Infants in Day Care
Candidates for 6th-Year Certificate Early Childhood:		
Part-time	B.A. Psychology M.A. Educational Psychology	Teacher Infant & Pre-School Program for Retarded
Full-time Fellowship	B.A. History/English M.A. Early Childhood	Teacher Pre-School & Elementary
Part-time	B.A. Communications Disorders M.A. Speech Pathology	Teacher Infant & Elementary School Programs for Retarded

Table 2 (Continued)

Infant and Toddler Program Participants

Status	Degree(s) Held	Professional Experience
Candidate for M.A. Educational Administration:		
Full-time Fellowship	B.A. Early Childhood Montessori Diploma	Teacher Infant & Pre-School Program for Retarded Teacher Montessori Pre-School
Candidates for M.A. Educational Psychology:		
Full-time Fellowship	B.A. Early Childhood	Teacher Day Care
Part-time	B.A. History	Administrative Assistant Dept. Social Services, SUNY Educational Researcher, HEW
Full-time Fellowship	B.A. Child Study/Fine Arts	Teacher Early Childhood Art Specialist Elementary
Candidate for 6th-Year Certificate Educational Psychology:		
Part-time	B.A. Social Studies M.A. Guidance & Counseling M.Ed. School Psychology	Teacher K-12 Guidance Counselor Junior High
Candidate for M.A. Special Education:		
Part-time	B.A. Psychology	Teacher Mentally Retarded Infants & Pre-Schoolers

were accepted into the program during the three years of NIMH funding. As can be seen from the table, students matriculated in several different departments during each of the academic years. Further, the program began to draw an increasing number of students with strong academic backgrounds including those who already held a master's degree and matriculated for the more advanced 6th-year certificate.

Several factors seemed to differentiate the individuals selected to be trainees from those who were rejected. Primary among these factors was the level of commitment to the area of infant and toddler care, degree of maturity, extent of experience, and academic ability. As a group the motivation of the students was high, with many of them reading extensively beyond assigned readings, attending conferences related to infancy, and participating in lobbying efforts for greater support of day care. Those trainees who were selected for fellowships shared in common those attributes of trainees in general with the addition of an expressed financial need.

Training Activities and Assessment

Evaluation Design

The original proposal suggested an experimental group-control group design where program participants would be matched with non-program participants from each of the departments from which students were drawn and differences in growth would be assessed. An attempt was made to initiate such a matching procedure in the fall of 1975 using the variables full- or part-time student status, undergraduate major, undergraduate grade point average, and age. It was found that meaningful matches were not possible for several reasons: (1) The majority of the students in the program were full-time students partially because of the fellowships available to program participants. Given the current tight job market in education, very few full-time people could be found in each of the departments. (2) Several students in the program had unique backgrounds (e.g., a student with a B.S. in Nursing matriculating for an M.A. in Educational Psychology) for whom comparable same-age controls were not possible. (3) A number of the program participants were coming back to school after having raised a family, comparable same-age controls were not available. Due to the difficulty of adhering to the original design, in consultation with the staff of the National Institute of Mental Health, it was decided to modify the design by eliminating a comparison group and by focusing primarily on process with some assessment of student gains over the academic year. With the focus on formative evaluation, it was decided that assessment would be conducted in-house to better assure that results of the assessment procedure would be an important part of decision-making relating to necessary modifications and refinements of the program.

The original evaluation design also included an examination of attitudinal changes on the part of the trainees. In an attempt to adhere to the spirit of the original design, some thought was given to this matter. In the summer of 1975 prior to the commencement of the first year of funding, it was decided that given the time constraints it would not be reasonable to develop an instrument by the fall as it would not be possible to gather sufficient prior field data on which to establish acceptable validity and reliability. Recognizing that attitudes are a difficult area within which to effect change and the importance of selecting an instrument which focused on those areas of concern to the program, after reviewing available tests, the Personality Orientation Inventory (POI) was selected. The literature included reports of attitudinal changes measured by the POI, and these dimensions were congruent with the leadership qualities which the program hoped to nurture. The inventory was administered to student participants at the beginning of the 1975-76 academic year. During the course of the year it was ascertained that the area of leadership training was not sufficiently represented in the program as it was implemented that year. Although several of the courses touched upon leadership components, no experience was provided with sufficient focus and intensity. As a result it would not have been reasonable to expect to measure significant change at the end of the year. Consequently, the measure was not administered on a posttest basis and was not utilized in subsequent years. However, concern about attitudinal changes helped alert the staff to the need for a deliberate leadership training component which was developed on a pilot basis during the 1976-77 academic year and resulted in the Group Dynamics course offered during the 1977-78 academic year.

A similar evaluation procedure was followed for the three years of funding. Since the student objectives enumerated in the Rationale and Objectives section parallel the content of the core courses and the field component, this section will focus on the following: (1) assessment of core courses; (2) assessment of the field component, including regularly scheduled field work, supplementary field visits to selected sites, and the weekly field seminars; and (3) assessment of the culminating experience--the development of a viable proposal centering on infant and toddler care. Further, upon the advice of a staff member of NIMH, a form of Goal Attainment Scaling was created and utilized during the 1976-77 and 1977-78 academic years so that students might assess their own growth in relation to each of the program objectives. The results of this assessment will be presented together with a copy of the scale which was developed. Student assessment of the staff and staff assessment of the students will conclude the Procedures section of this report.

A variety of sources of information were tapped for this evaluation. All instruments which were created for use during the 1975-76 academic year were further refined and utilized in the two subsequent years except for the essay examination which was used in 1975-76 and 1976-77 only. In addition, as reported above, Goal Attainment Scaling was utilized in 1976-77 and 1977-78. Since there was an increasing number of part-time students over the three-year period, data were collected only from those students who took part in that particular program component for any given academic year. Consequently, the number of obtained responses varied for each instrument. The primary sources of information are as follows:

1. A questionnaire completed by student participants in each of the three years assessing the Infant and Toddler Leadership Program (see Appendix B). Students were asked to complete the questionnaire after the end of each academic year with the option of remaining anonymous if they so chose. A complete return of 100% was obtained.

2. A questionnaire completed by directors of centers used for field placements evaluating the field component (see Appendix C). Directors of the centers utilized during each of the three years were mailed questionnaires at the end of the academic year after student field work had been completed. In 1975-76 responses from 9 of the 11 centers were obtained. A complete return of 100% was obtained for each of the two succeeding years.

3. A multiple-choice examination constructed by program faculty administered to the students on a pretest-posttest basis (see Appendix D). Students were asked to complete the sections that corresponded with their course work for that particular academic year.

4. An essay examination responding to a film clip constructed by program faculty and administered to the students on a pretest-posttest basis (see Appendix E).

5. Goal Attainment Scaling concerning program objectives completed by student participants on a pretest-posttest basis (see Appendix F).

Core Courses

Description--Initially four core courses had been identified as being central to the needs of students preparing for leadership roles in the area of infant and toddler care and education. Early in the first year of funding, however, it became apparent that there was a need for a special leadership component with a focus on group dynamics so that the potential leader would be skilled in interacting with adults. Such a component was included during the second year of funding as a mini-course of four sessions in the field seminar. For the last year of funding it was determined that a full course entitled Group Dynamics for Leadership in Education would be a valuable addition to the program. To accommodate this new course, the initial core courses were reduced from four points to three points each. This decision was made since it was necessary to contain the infant and toddler functional minor to a total of 22 credits. The instructors of the original core courses were in agreement that the reduction in points would not result in a qualitative reduction since their accumulated experience made it possible for them to identify those areas with greatest relevance to the needs of the students in the program. In addition, this reduction of points made the program offerings consistent with the usual three-credit graduate offerings of most departments, increasing the possibility of attracting other students to the infant and toddler courses. Therefore, during the 1977-78 academic year there were five core courses at three points each for a total of fifteen points, six points allocated to field work, and the remaining point became an independent study in which students working in small groups developed a proposal in the area of infant and toddler care as their culminating experience.

Detailed information concerning each of the core courses are appended. Included in the appendices are course outlines and calendars, assignments, bibliographies, samples of instructor-prepared materials, and samples of the work of students. While much of the planning for the courses occurred jointly in the team-teaching component, the actual form was determined by individual instructors resulting in a variety of formats among the course materials. A brief description of each of the five core courses is as follows:

Psychological Research in Infancy: The course will examine theoretical and empirical evidence relating to cognitive and affective evolution of infants and toddlers. Techniques of assessment and evaluation, research in a field setting, and psychological consultation with parents and staff will be included. (Taught out of the Department of Educational Psychology, see also Appendix G)

Health--Family Roles and Relationships: Course designed to explore various theoretical constructs and empirical findings related to family dynamics and development and child growth and development. Within the nursing science framework the child, his family, and the day care environment will be looked at in terms of their synergistic interaction with one another. Based on a theoretical rationale, students will design intervention techniques which recognize that a specific intervention designed for either child, family, or day care environment influences each of the other environments. (Taught out of the Division of Nursing Education, see also Appendix H)

Institutional Management and Administration: Theories and practices of management and administration as applied to institutions. Includes task analysis, personnel selection, conditions for health and welfare affecting staff, work scheduling, legal considerations, costs and investments, site analysis, space determination and layouts, food supervision, record keeping, housekeeping considerations, study of community agencies and their relationship to the center. (Taught out of the Department of Home Economics Education, see also Appendix I)

The Education of Infants and Toddlers: Application of psychological theory to program development, program components, grouping for and sequencing of activities, methods of developmental

stimulation, creation and evaluation of materials, and group management. Examination of techniques and procedures for parent involvement and in-service education. (Taught out of the Department of Early Childhood and Elementary Education, see also Appendix J)

Group Dynamics for Leadership in Education: An introduction to the psychology of individuals in groups and group dynamics with special emphasis on the application of theory to the leader-educator role. Students will learn to assess group composition and establish goals related to the tasks of their work role. The dynamics of group life which enhance learning will be studied. Major methods for learning include an integration of readings, field work experience, class discussion, and role playing. (Taught out of the School of Social Work, see also Appendix K)

During the 1975-76 and 1976-77 academic years, students took the Psychology and Family courses concurrently during the fall term followed by the Education and Institutional Management courses offered concurrently during the spring term. This ordering of courses provided for creating the theoretical foundations at the beginning of the year upon which practical applications could later be made. With the addition of the Group Dynamics course during the 1977-78 academic year, the schedule of courses was revised with students taking the Psychology, Family, and Institutional Management courses during the fall term followed by the Education and Group Dynamics courses during the spring term. The reasons for this change were as follows: (1) The theoretical underpinnings provided by the Psychology course still preceded the Education course. (2) The Institutional Management course did not require the other courses as a foundation and hence could be taught either term. (3) It was felt that Family Dynamics and Group Dynamics should not be offered the same term with the latter being more appropriately offered the second term after a sense of groupness had been created. (4) Since students were also required to take the one-point independent study for proposal development during the spring term, it was decided that a more equitable work load

would be three courses plus field in the fall and two courses, proposal development plus field in the spring.

Student Ratings and Comments--In their questionnaire students were asked to rate each of the core courses. Since some of the students were part-time, not all students who completed the questionnaire assessed all of the courses. Further, some students failed to rate all the dimensions of the courses that they did take resulting in an unequal number of ratings among courses and among the dimensions rated for each course. For any item where the course was rated poor (4), students were asked to make specific suggestions for improvement.

Tabulated in Table 3 are the student ratings for the course Psychological Research in Infancy for each of the three years of funding. As can be seen from this table, while the ratings for the course during the first year are good, they become progressively better with each succeeding year, reflecting the considerable competence and effort of the instructor who continually refined the course over the three-year period.

Student ratings of the course on Health--Family Roles and Relationships tabulated in Table 4 for each of the three years of the grant reflect general satisfaction with the course. Although this course did not receive any ratings which were poor for the 1975-76 academic year, several students voluntered comments that year. Three of the fourteen students rating the course indicated a desire to explore a variety of theories as they relate to the family rather than focusing primarily on family system theory as was done in the course. It should also be noted that during the 1977-78 academic year there was a staff change with a new faculty member teaching the course for the first time. The single rating of poor for "organization" may be reflective of this fact.

Table 3

Student Ratings of Psychological Research in Infancy Course

	1975-1976				1976-1977				1977-1978			
	Excellent			Poor	Excellent			Poor	Excellent			Poor
	1	2	3	4	1	2	3	4	1	2	3	4
Content	9	3	2		9	5			11			
Effectiveness of Instructor	6	8		1	11	3			10	1		
Responsiveness	6	4		1	6	7	1		9	2		
Methods and Materials	7	4	3		8	5			8	1		
Organization	6	4	5		10	4			6	5		
Communication	6	8			11	3			7	4		
Appropriateness	12	2			10	4			10	1		

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Table 4

Student Ratings of Health - Family Roles and Relationships Course

	1975-1976				1976-1977				1977-1978			
	Excellent			Poor	Excellent			Poor	Excellent			Poor
	1	2	3	4	1	2	3	4	1	2	3	4
Content	6	5	3		3	7	2		3	3	4	
Effectiveness of Instructor	4	7	2		5	5	2		2	5	3	
Responsiveness	5	5	3		5	4	3		8		2	
Methods and Materials	4	4	5		4	5	3		2	3	4	
Organization	4	5	2		3	4	4		3	1	5	1
Communication	7	2	5		5	4	3		1	5	4	
Appropriateness	5	5	4		7	2	3		3	3	3	

Presented in Table 5 are the ratings for the course on Institutional Management and Administration. As can be seen by comparing these ratings with the ratings given to the other courses, the greatest student dissatisfaction was voiced concerning this course. Unlike the other courses which were staffed by faculty in the professorial ranks, during the first year of funding this course was taught by a teacher in Home Economics currently working on her doctorate. During the second year it was team-taught by the teacher assisted by a doctoral fellow. The third year it was taught by the doctoral fellow alone. The comments raised by students in each of the three years had points in common though the emphasis differed. Consequently, they will be briefly summarized below by year.

For the 1975-76 assessment most of the comments concerning the Institutional Management course questioned the appropriateness of management theory to day care situations. Several students indicated that they would have liked to explore further the areas of nutrition, budgeting, and funding. Concern was also voiced about the instructor-student relationship with a desire expressed for a less impersonal approach.

Student comments during the 1976-77 assessment centered around two issues: the appropriateness of the particular focus of the course and the appropriateness of the level of instruction. Regarding the focus of the course comments suggested that the course should be geared to day care centers and not institutions with allowances made for other areas such as parenting and counseling. Points made concerning instruction suggested that more emphasis be given to research, theories and their implications, with a greater use of "Why?" type questions. It was also recommended that the approach used be a more mature, intellectual one.

Table 5

Student Ratings of Institutional Management and Administration Course

	1975-1976				1976-1977				1977-1978			
	Excellent			Poor	Excellent			Poor	Excellent			Poor
	1	2	3	4	1	2	3	4	1	2	3	4
Content	3	6	1	2	5	1	4	2		1	4	4
Effectiveness of Instructor	4	2	3	2	2	4	4	2		1	3	5
Responsiveness	3	6	1	1	4	3	4	1		2	4	3
Methods and Materials	3	4	4	1	2	3	6	1		1	3	5
Organization	4	7	1		1	5	5	1		1		8
Communication	4	7	1		4	4	4				6	3
Appropriateness	4	3	3	2	2	4	3	3	2	1	3	3

The assessment made during 1977-78 were in a similar vein though voiced more strongly. Half of the nine students who evaluated the course recommended a change of instructor to one knowledgeable about day care. The comments raised dealt with the content and organization of the course. While some students conceded that the course was potentially of value, the general feeling was that the content should be more relevant to day care, the course required more careful planning and sequencing, and in-depth coverage of areas was needed. One student voiced a need for more input into management components such as budgeting and formulation of job descriptions.

Student ratings of the course Education of Infants and Toddlers are to be found in Table 6. For the 1975-76 assessment comments concerning this course focused on its organization. The course was team-taught by a staff member and a doctoral fellow. A major requirement of the course was to work in small groups to develop a proposal including all program components for a hypothetical but realistic facility for the care of infants and toddlers. Concerning the organization of the course one student suggested that having one instructor who was clear and precise would be helpful. Several students suggested that while the group project was worthwhile, too much of the course time was spent in group work. They would have liked to have used that time to explore additional material, particularly more information concerning educational theories for curriculum building as they relate to the young child. In the two subsequent years the faculty member continued to teach the course alone. As can be seen from the ratings over the three-year period, student satisfaction with the course increased which undoubtedly is attributable to the continuity in instruction making possible refinements in the course.

Table 6

Student Ratings of Education of Infants & Toddlers Course

	1975-1976				1976-1977				1977-1978			
	Excellent			Poor	Excellent			Poor	Excellent			Poor
	1	2	3	4	1	2	3	4	1	2	3	4
Content	5	6	5		4	7	3		4	7		
Effectiveness of Instructor	4	6	6		7	6	1		5	7		
Responsiveness	4	9	2		9	2	3		9	3		
Methods and Materials	1	10	6		4	8	2		4	7		
Organization		6	4	4	7	5	2		5	6	1	
Communication	5	5	5		5	7	2		7	4		
Appropriateness	6	6	3		6	6	2		8	4		

Group Dynamics for Leadership and Education was offered for the first time during the spring of 1978. In Table 7 are tabulated student ratings for the course. Comments in response to the few poor ratings given were as follows: There is a need to make explicit course expectations such as a statement of goals for the course together with a bibliography for suggested readings. One individual also felt that the course was too broad in its scope and leaned too heavily toward individual therapy rather than the preferred exploration of group dynamics in day care.

The majority of the students polled felt that the core courses as a group provided them with the essential foundation in the area of infant and toddler care. It was also generally felt that there was sufficient articulation among the courses. Several students responded in the following manner:

> Together the four courses gave me a background for a potential leader. They each served their purpose as pieces of a puzzle put together to form an excellent curriculum. (1976-77)

> The Psychology course taught the developmental stages. The Education course taught me how to apply classroom teaching to stimulate cognitive development. (1976-77)

> The five core courses provide me with foundations in the area of infant and toddler education. The courses were extensive enough to enrich me by presenting theories which were applicable to the field. All information necessary to carry out an effective program was provided to its fullest potential. (1977-78)

A further concern relating to articulation of courses was explored through the question asking whether or not the courses were repetitive. A majority of the students acknowledged that there was overlap among the courses but found it to be helpful, e.g., "Erickson's theory of stages presented in one course and described dynamically in the other." Some students felt there was no overlap while one student indicated that there was too much. This

Table 7

Student Ratings of Group Dynamics
for Leadership in Education

	1977-1978			
	Excellent 1	2	3	Poor 4
Content	3	2	3	
Effectiveness of Instructor	4	2	2	
Responsiveness	4	2	2	
Methods and Materials	2	2	2	2
Organization	1	3	3	1
Communication	5	3		
Appropriateness	7		1	

range of opinions may reflect the varying backgrounds and levels of sophistication of the students. It would appear, however, that for the majority of the students any repetition present was helpful.

Students were also asked to indicate those areas that they felt were not covered sufficiently in the core courses. Budgeting was mentioned by several students each of the three years. Several students also mentioned the need for greater stress on practical activities to be used with children with less emphasis on educational theory. On the other hand some of the areas which had been identified as being deficient were met in subsequent years. During the first year skills in proposal writing was viewed as an area in which students had insufficient knowledge. By the third year a number of hand-outs concerning proposal writing were identified and deciminated to the students, and a special guest speaker who was a professional proposal writer made a presentation at one session of the field seminar. In addition, several students had identified the area of human relations and group process as lacking from the program. This void was met through the instituion of the new course during 1977-78.

Student Performance on Objective Measures--In order to provide another source of information concerning student gains through course work, a multiple choice test was constructed. The four faculty members who had taught the four core courses while they were supported through the Lilly grant during the 1974-75 academic year or the summer of 1975 were asked to write multiple choice items covering the content of the course as taught. From the items submitted, 15 items for each of the four courses were selected. The 60-item multiple choice pretest was administered to the 1975-76 trainees

during the first group meeting on orientation day prior to the commencement of courses. The same form of the test was again administered as a posttest during the last field seminar meeting in May, 1976. Since the instrument was in an exploratory form, the same test rather than parallel forms of the test was used. In addition, a set of essay items were constructed in response to a film-clip of infant caregiving, the bathing and feeding sequence from "Learning to Learn in Infancy." This measure was initially administered early in the fall term prior to significant course input and again repeated at the same field seminar meeting at which the posttest for the multiple choice test was given. The intent of the instrument was to tap appropriate application in addition to basic knowledge.

A *t*-test was computed on the pre- and posttest scores for each of the four sections and the essay. These data are tabulated in Table 8 together with the results for the 1976-77 and 1977-78 academic years. As can be seen from the table, significant *t* values were obtained only for the Psychology and Institutional Management courses during the 1975-76 academic year. Several factors may have accounted for these findings. First, a ceiling effect may have been operating since for each of the four courses there were only 15 items. On the pretest several students were able to get as many as 14 out of the 15 items correct. In subsequent years the number of items for each section was increased to 20 each. Second, for both the Family and Psychology courses a semester intervened between completion of the course and the administration of the posttest. Although a significant *t* value was obtained for the Psychology section, this may be in part attributed to the fact that the Education course offered during the second term utilized child development theory extensively as a foundation for curriculum building hence

Table 8

A Comparison of Pre- and Posttest Scores on Multiple Choice Items By Course and Essay Responses

Course		1975-1976 (15 items)				1976-1977 (20 items, Family - 15 items)				1977-1978 (20 items)			
		N	$\bar{X}$	S.D.	t	N	$\bar{X}$	S.D.	t	N	$\bar{X}$	S.D.	t
Psychology	Pretest	11	8.18	3.6	2.1*	14	10.43	3.28	8.22***	13	9.9	1.60	19.40***
	Posttest	11	11.09	2.8		14	14.21	2.42		13	15.9	2.20	
Family	Pretest	11	6.45	2.6	1.4	12	5.67	1.77	5.66***	13	9.2	2.41	6.20***
	Posttest	11	8.55	4.3		12	8.67	2.10		13	12.5	2.87	
Institutional Management	Pretest	11	6.91	2.7	3.4**	12	9.83	2.76	5.49***	10	8.8	3.33	1.80
	Posttest	11	10.00	1.8		12	12.08	3.34		10	10.7	3.40	
Education	Pretest	11	6.73	2.2	1.1	13	9.08	2.84	2.72**	11	10.9	2.30	1.61
	Posttest	11	7.73	2.3		13	10.85	3.36		11	11.9	2.10	
Essay	Pretest	11	13.00	4.6	.6	13	9.50	2.34	6.67***	--	--	--	--
	Posttest	11	14.10	4.6		13	13.90	3.80					

* Significant beyond the .05 level, one-tailed test.
** Significant beyond the .01 level, one-tailed test.
*** Significant beyond the .0005 level, one-tailed test.

providing the students with current reinforcement. In subsequent years the posttests were administered within a few weeks of completion of each course. Third, the instructor of the Education course in 1975 who composed the test items did not teach the course in 1976. While both instructors in 1975 and 1976 held to similar objectives, differing emphases reflecting differing strengths may have influenced the lack of significant differences for the Education course.

For the 1976-77 academic year the multiple-choice test was extended to include 20 items each to avoid a possible ceiling effect. However, since the additional items for the Family course were not available in time to be incorporated in the pretest, the original 15 items were used for that course. Also presented in Table 8 are the results of the *t* tests computed on the pre- and posttest scores for each of the four sections and the film clip for 1976-77. As can be seen from this table, significant differences were obtained between the pretest and posttest for each of the four core courses as well as the film clip. It should be noted that despite some student dissatisfaction with the Institutional Management course, in both 1975-76 and 1976-77 students made significant gains as a group in knowledge in this field.

By 1977-78 the full 80-item test was developed with 20 items each for four of the core courses. Since Group Dynamics was being offered for the first time that year on an exploratory basis, test items were not developed for the course. In addition, the use of the film clip was dropped since it was felt that the results did not contribute any additional information concerning student competence.

The results for the 1977-78 academic year are also tabulated in Table 8. Significant differences were obtained for both the Psychology and Family courses. The consistent significant differences obtained for the Psychology course for each of the three years of this report indicate that the students are making solid increments in their knowledge of this field and that the test is sensitive to these gains. Significant gains obtained for two out of the three years for the Family course may also reflect student growth. It may be that both the Psychology and Family courses lend themselves particularly well to assessment through a multiple choice format as distinctive and new bodies of knowledge are presented in each course. For the Institutional Management course significant differences were obtained during the first two years despite some student dissatisfaction with the course. During the third year the difference between pre- and posttest scores approached but did not obtain significance. Also during this third year student dissatisfaction had increased and may have influenced the receptivity and hence the learning of the students. For the Education course significant differences were obtained for only the second year. It may be that the test for this course needs to be reexamined since as it was reported earlier the bulk of the items had been constructed by the previous instructor and may not be the best items to assess student growth. In view of general student satisfaction with the course, it is assumed that learning was taking place. However, it may be that the content of the course, geared more to application, does not lend itself well to assessment through a multiple choice format.

Field Work

Description--An integral part of the program was the field component which provided students with an opportunity to have practical experience in a range of field settings, including public and private day care, a 24-hour shelter, facilities for handicapped children, and programs in parenting. These settings constituted a forum in which to explore the theoretical premises covered in course work and were selected on the basis of the quality of experience possible for students. In some cases where part-time students were employed working with infants and toddlers, their job situation was used to meet part or all of the field requirement with on-the-job supervision from a faculty member. In addition, there were times when individual students requested a particular type of placement (e.g., opportunity to work with blind infants). Such requests were generally accommodated. The expectation was that full-time students would spend two full days a week in the field. By the third year several students opted for four mornings a week in the field to ensure greater continuity.

During the first year of the three-year funding cycle, placements were made by faculty based on their best judgment concerning the needs of individual students and the nature of the experience which a particular setting might offer. An effort was also made to place at least two students in a given setting so that they might constitute a support system for each other. During the second year of funding this procedure was modified in response to student concern about the lack of involvement on an administrative level in the field. A meeting of the directors of the centers utilized was convened to explore the problem. The meeting served to clarify the program's expectations in the field as well as alerting faculty to the concerns

of the directors. As a result of this meeting, a new procedure for making placements was initiated. This procedure was initiated during the spring semester when directors of the centers met personally with each student who was considering a placement there so that a mutual decision could be made based on student needs and strengths and the needs and opportunities available at a given center. During the third year of funding further refinements concerning placements were made. At the beginning of the fall semester, students visited several of the field settings as a group as an orientation to the field and so that they might have first-hand knowledge of the range of facilities with which the program was affiliated. Placements were made after conferences with each student. These fall placements were generally in settings including infants so that students would be able to observe a range of development in conjunction with the psychology course taken concurrently. Where possible students were paired for their field placements. Also during the fall term a team of two faculty members made extensive visits to potential placements to increase student options. Facilities visited included recently established private day care facilities, centers geared to work with special populations (e.g., infants from families at risk, physically handicapped, mentally retarded), and facilities including a parenting component. During the spring term of 1978 the procedure followed was the one initiated the year before where a mutual decision was made between a student and a director. A brief background sheet for each student plus her objectives for the field were sent to the director prior to the meeting (see Appendix L).

Articulation between course work and the field was provided for through both supervision and the nature of the assignments for each of the core

courses. Supervision was done by two faculty members (during the first year of the grant also a doctoral fellow) who team-taught the accompanying field seminar. One of the two members of the team also taught the Education of Infants and Toddlers course. The supervision consisted of several visits and conferences each term with the student and on-site supervisor plus an end-of-semester evaluation conference. For the end-of-semester conference students were required to respond in writing to a set of questions relating course content to the field (see Appendix M). While this assignment served its function, some problems were also present. Students often felt pressured at the end of the semester with the demands of all their program requirements and did not always respond with their best thinking. Partially to alleviate this and to reduce redundancy, assignments written for course work was also accepted. This posed a different kind of problem--the criteria used by instructors of the courses focused primarily on comprehension whereas in the field the primary criterion utilized was appropriate application. Consequently, students were at times puzzled by the seeming discrepancy between a paper which received a high rating in course work and only an average rating from the field supervisors. As a response to these problems during the last term, rather than utilizing the field assessment forms, each student contracted with her supervisor for an individualized assignment. This was possible since the supervisors knew the students well by the second term.

The nature of the assignments for each of the courses also linked into the field directly. For example, in the Psychology course an observational project required students to focus in on a specific behavior such as smiling behavior and object concepts. In the Education course students had the option

to critique the daily schedule or space layouts at their placements. (For a complete list of course assignments and samples of student papers, see Appendics G-K.)

Assessment by Directors of Field Centers--At the close of each academic year, directors of the centers which served as field placements were asked to complete an evaluation form (see Appendix C). The first year nine of the eleven directors contacted completed the form, while in the two subsequent years a 100% return was received.

The first question on the questionnaire asked the directors to delineate the main objectives of the field component as an index to their understanding of the function of the field in relation to the program. During the first year of funding all respondents cited the practical experience which the field component offered though the exact nature of this experience differed. Respondents during the second year saw the field as a forum for application of theory as well as an opportunity to learn and contribute to an operating facility. In addition, two of the directors mentioned the opportunity to learn about the administration of a center. During the last year of funding all respondents mentioned the importance of the practical experience which the field setting offered; and in addition, half of them mentioned various aspects of administration and leadership which could be explored in their settings. Thus there appeared to be a trend of greater understanding of the function of the field as including the practical experience but moving toward a broader definition of roles particularly opportunities to explore administration.

This trend was confirmed and reinforced in the response to the question concerning the nature of experiences offered at each of the centers. During

the first year of funding directors primarily cited opportunities to work directly with children. While child care remained an important area where field opportunities were available, by the second and third years directors were also identifying extended opportunities in their centers including citation of various aspects of administration and opportunities to work with parents. Virtually all the directors polled over the three-year period felt that the student interns were able to avail themselves of the range of opportunities which their center offered. A few respondents qualified their responses by indicating that the extent that the resources were fully tapped depended in large measure on the individual student and her particular needs and work habits.

Directors were asked to specify the ways in which students made a positive contribution to their centers. During the first year of funding the most common response was contribution to the care of the children in the center together with some input into the curriculum. By the second and third years while contribution to child care in the centers was still cited by the majority of directors, an increasing number listed other contributions. Almost half indicated that students were making a positive contribution through formal and informal workshops for their staff in various aspects of child care. Over a third indicated that students made a contribution through their effective working with parents. Other contributions included participating in on-going research, involvement in the nutrition and health program, and assistance in assessing the program of the center.

In order to tap the other side of the picture, the directors were also asked if any students had hindered or jeopardized the smooth functioning of their centers. During the first year of funding five of the nine respondents

responded no. Of those who had encountered difficulty with the students, the sources of difficulty were of an individual nature including an unhelpful initial attitude which improved by the end of the placement, occasional tardiness, and failure to clear certain procedures when dealing with parents. By the second year all directors indicated that no student had caused any difficulty in their centers. However, two of the directors mentioned increased demands on their time which might be attributable in part to greater student concern about learning about the administrative role. In the final year of funding no director indicated that any student had hindered the operation of the center, perhaps reflecting in part the superior quality of the third cycle of students.

Concerning communication and supervision between the Infant and Toddler Program and the centers, the vast majority of respondents across all three years felt that both were adequate. Of the few respondents who made suggestions in this area, two indicated that they would welcome greater contact with the Program, possibly through more frequent supervisory visits, and directors of three centers utilized for the first time indicated a need for greater clarity of expectations.

Among the general suggestions that were made, one director repeated each of the three years the need for more time to be devoted to the field. Suggestions made during the first and second years concerning provisions for inter-center visits and more flexible scheduling of student hours were implemented in the third year.

Responses from Students--Students from all three years of training were in agreement that the field component of the program was an important one. The primary value of the field was seen as serving as a testing ground for

the theory presented in course work. While in the first cycle of students a few mentioned that there was a need for greater opportunities to learn about the director's role, by the second year this was no longer a major problem given the new procedure for arranging placements and the greater awareness on the part of the cooperating directors concerning student needs. The first cycle of students also experienced some initial disorientation as they entered their field placements in the fall due in some measure to a lack of clear understanding concerning their role, and hence their expectations were not always realistic. By the third year with the group visits to several field sites as an introduction, relatively little disorientation was evidenced.

Students were asked to assess their new insights and/or skills in each of four areas: (1) responsibility for the growth of children, (2) working with caregivers and staff, (3) functional relationships with parents, and (4) components of leadership. All students cited evidence of growth in the first area. Among the points made was that they were able to build on the knowledge base acquired in the psychology class concerning child development by sharpening their observation skills, recognizing the developmental needs of children, acquiring a greater appreciation of the individual differences among children, recognizing the importance of the interrelationship between child and caregiver, and through interactions with children had opportunities for formulating guidelines for the improvement of the curriculum.

Growth in working with caregivers and staff centered around interpersonal skills including sensitivity to the needs of individuals, flexibility, and patience. In addition, the value of open communication was cited. It was also mentioned that the family course provided insights into staff relations.

In contrast to the 1975-76 academic year when several students did not have an opportunity to develop a functional relationship with parents in their field setting, only one student each in the two succeeding years indicated that this was the case. The majority of the students felt that the most important insight they acquired was the importance of a good on-going relationship with parents with frequent contacts and a recognition of the complementary roles played by a child care center and the family.

Insights into the components of effective leadership took two basic forms. The most commonly cited insights gained concerned the necessity for respecting others and ability to assess oneself and hence willingness to assume appropriate responsibilities. Two students responded in this fashion:

> The aspects of an effective leader varies from person to person. A good leader knows himself.

> I have learned that it is detrimental to a center to have a leader who tries to do too much and also one who does very little. I have also seen that it is bad for a leader to work with only those people who go along with what she believes in.

Students were also asked what suggestions they would have for improving the field component. The refinements made in the field component over the three years were reflected in their responses. While many of the students in the first year had specific suggestions to make, by the third year most were satisfied with their experience. It was also interesting to note that while in the first-year group a few suggested that the field component should be cut-back to one day a week rather than two, some in the third-year group felt their time in the field should be increased.

Field Visits

Description and Responses from Students--Several field trips were planned during the 1975-76 academic year to further extend participants' knowledge of the field of infant and toddler care. The first held in the late fall of 1975 was a visit with Dr. Michael Lewis at Educational Testing Services, Princeton, New Jersey. The visit was planned to supplement the Psychology course by providing students with an opportunity to talk with Dr. Lewis and hear about the latest infant research. In the spring of 1976 a visit was made to Mill Hill, a day care center in Trenton, New Jersey, where Dr. Lewis served as a consultant. There the focus was on seeing the operation of an on-going child care facility. This visit was coordinated with the Education course taught during the spring term. The final field trip, held late in the spring of 1976, was an overnight visit to Ithaca, New York to visit the Infant Care Center established by Ms. Anne Willis and Dr. Henry Ricciuti and also the Ithaca Family Day Care Service Center.

The vast majority of students attending the field trips endorsed them highly. All students felt that similar field trips should be included in the future. Among suggestions made were the need to spread the visits out more evenly during the school year and the possibility of an overnight visit early in the school year to help establish a sense of community. Suggestions were also made to visit a range of services for infants and toddlers.

On the strength of these student recommendations, during the 1976-77 academic year field trips were expanded to three trips during the fall term and two trips during the spring term. A third trip to Temple University to meet with Dr. Kuno Beller was cancelled because of a Philadelphia subway

strike. Early in October an overnight trip was made to Warwick to visit the migrant education program. The trip included an evening session with Ms. Patricia Chapman, the Migrant Early Childhood Education Specialist from Albany, who gave an overview of migrant education needs; an overnight stay at the convent housing the day care center; an early morning bus ride to pick up the children on the farms; a visit at the day care facility; and a session with the director. Late in October a second overnight trip was taken to Ithaca, New York to visit the Infant Care Center and the Ithaca Family Day Care Service Center. The final trip for the fall term was a visit with Dr. Lewis at Educational Testing Services. This sequence of trips was planned for the following reasons. In order to view the facility addressing the needs of migrant workers, it was necessary to visit early in the fall as the facility was seasonal and closed late in the fall. Since the trip to Ithaca contributed much to an esprit de corps the previous year, it had been recommended that a similar trip be held early in the academic year. Again, the visit with Dr. Lewis was planned in conjunction with the Psychology course. During the spring term visits were made to Dr. Phylis Levenstein's home intervention program in Freeport, Long Island and the program for abused children and their parents housed at the Foundling Hospital on Manhattan. The latter visit consisted of viewing video-tapes of parent-child interactions and a discussion led by Dr. McHugh.

While the students in the second year also generally endorsed the idea of field trips to extend their exposure to existing facilities for young children, their response to specific centers varied. The trip to Warwick was particularly valuable in introducing students to a social need of which many of them were previously unaware. They were able to see first-hand the

necessary adaptations that must be made in a program which is only seasonal. The students found the session with Dr. Lewis an exciting encounter with the realm of research. The primary reservation concerning the Ithaca trip was the distance that had to be traveled, particularly since it was the second overnight trip within a month. While the students found it helpful to be more aware of the problems of child abuse, one student expressed a desire to see a range of interventions. Those who visited the home intervention program found it valuable as one approach to providing low-income parents with a model for positive mother-child interaction.

During the 1977-78 academic year again three trips were planned for the fall term, and two were held during the spring term due to scheduling problems. The first trip in the fall was the overnight trip to Warwick to visit the migrant education program. This was followed by a visit with Dr. Lewis at Educational Testing Services. The final trip for the fall term was to The Child Development Center Parent Infant Program in Pomona, New York to visit an early intervention program. The first trip in the spring was to the Edith B. Jackson Child Care Program servicing students at Yale University in New Haven, Connecticut operating on a joint family day care and group day care model designed by Sally Provence to allow the child to benefit from the strengths of both settings. The final trip for the year was to the Hunt's Point Parent-Child Center in the Bronx, New York, a grass roots effort including child care facilities and a parenting program.

Again, the students endorsed the value of the field visits. Three visits a term appeared to be about right if spaced at approximately one month intervals. Scheduling was still somewhat of a problem during the

spring term, however, with the last visit scheduled too close to the end of the term when students were feeling the pressures of deadlines for final assignments.

Field Seminar

Description--To provide a forum for the students to discuss and reflect on their field experiences as well as to explore the application of theories learned in the core courses to actual situations, a weekly two-hour seminar was offered. This seminar was team led by the staff members who supervised the students in the field. During the first year of NIMH funding, three staff members were involved, two of them continued supervision the second year, and in the third year one staff member continued supervision cooperatively with a new team member. Hence continuity was provided by the faculty member involved in supervision all three years.

During the fall of 1975 the seminar was augmented by two speakers. Early in the term several sessions were led by Dr. Joan Emery, a school psychologist, focusing on the area of measurement, including the introduction of the Denver, Bayley, and Cattell scales. Later in the term Dr. Tobias Brocher from the Meninger Clinic shared his model of a parenting program using a psychoanalytic base. The use of videotaping as a learning vehicle for students was also introduced with several students being taped in their placements providing them with an opportunity to critique their own behavior using the video feedback. During the spring semester of 1976 the videotaping was extended so that most of the students were able to benefit from the use of this medium. In addition, Dr. Mark Golden spoke on the N.Y.C. Infant Care Study, a film of a family therapy session was reviewed and discussed, and the students became more actively involved in taking responsibility for specific areas. Student presentations were made in the areas of child advocacy, mentally retarded children, and nutrition.

In the fall of 1976 a four-week module on Group Dynamics was included since the need for such content had been identified the year before. Upon completion of the module the instructor from the School of Social Work recommended that it be expanded to a full course including student opportunities to work with groups. Dr. Golden was invited to speak to the second group of students in the spring of 1977. The bulk of the seminar during the spring term was devoted to the development of a hypothetical but realistically viable proposal for a facility for infants and toddlers.

For the 1977-78 academic year the seminar was augmented by a panel discussion of two directors of centers during the fall term. The directors were able to provide students with insight into the practical problems involved in the day-to-day operation of a center as well as providing contrasting experiences since one facility was a private one and the other received funding to work with families at-risk. During the spring term speakers were invited to explore the areas of child abuse, proposal writing, and New York City licensing requirements. There was also a student presentation exploring the necessary qualities of leadership for day care. Again, the bulk of the seminar was devoted to the development of the group proposals.

Responses from Students--Students were asked to assess the field seminar on the same scale that was used for the core courses. These ratings for each of the three years are tabulated in Table 9. For the 1975-76 cohort, the most common suggestion for improvement of the seminar was the need for better communication between students and staff. Specifically, it was suggested that more student input be allowed in sharing the content of the seminar and more support be given to students, particularly during the first term when they were exploring new situations. As can be seen from Table 9, there was

Table 9

Student Ratings of the Field Seminar

	Fall 1975				Spring 1976				Fall 1976				Spring 1977				Fall 1977				Spring 1978			
	Ex. 1	2	3	Poor 4	Ex. 1	2	3	Poor 4	Ex. 1	2	3	Poor 4	Ex. 1	2	3	Poor 4	Ex. 1	2	3	Poor 4	Ex. 1	2	3	Poor 4
Content	3	6	5	1	4	8	4		6	6	1		6	5	1		3	3	2		2	5	2	
Effectiveness of Team	2	7	4	2	4	9	3		3	8	1	1	2	8	1		3	3	2		2	5	2	
Responsiveness	3	7	3	2	6	9	2		5	5	1	1	4	7			4	3	1		4	5	1	
Methods and Materials	1	6	6	2	4	7	5		5	5	3		3	7	2		2	5	1		2	5	2	
Organization	2	5	6	2	4	8	4		2	6	2	1	4	6	2		2	4	2		2	5	2	
Communication	3	5	5	1	7	6	3		5	7	1		3	8	1		2	5	1		3	5		
Appropriateness	3	6	4	2	4	9	3		8	3	2		6	6			3	4	1		3	4	2	

a feeling of some improvement from the first to the second semester. In regard to the actual supervision students indicated satisfaction with the supervision received, however, over half of the students would have liked more supervision or more frequent meetings with supervisors.

Comments from the second group of students concerning the field seminar centered around three areas: the need for greater opportunities for student input, greater utilization of outside resources such as in the Group Dynamics Module, and better coordination of the views of the two leaders though these views may differ. As can be seen from Table 9, the ratings for the field seminar improved during the spring term as compared to the previous fall term.

The responses of the students in the 1977-78 group were individualistic in nature. Several students stated that they had no suggestions to make concerning the improved functioning of the faculty team conducting the field seminar. The following suggestions were made by one student each: more time should be devoted to the airing of student problems and concerns, more specific content is needed in the opening sessions during the fall, greater discussion of aspects of the program as related to course work is needed, more guest speakers and field trips would be desirable, the team should remind the group to let go of their biases in order to allow for growth, and more emphasis is needed on special children--those with emotional, physical, or intellectual delays. The ratings for the seminar were roughly comparable in 1976-77 and 1977-78, both of which were better than the ratings for 1975-76.

Group Project

The culminating experience for the students each year was a chance to work in small groups to develop a proposal within the realm of realistic possibility addressing a social need in the area of infant and toddler care. The purpose of the project was to provide students with a vehicle for synthesizing and applying learnings from course work and field experiences. An additional value of the group project was that it served as a laboratory for working on a task with a diverse group not unlike working with parent groups or the advisory board as the director of a center. A couple of formats were utilized for incorporating this project over the three-year period. In the first year of the grant, the group project was a required part of the Education course. While students felt that the project was worthwhile, several indicated the feeling that too much class time was spent working in groups and that this time might be better spent in exploring additional content. In addition, since there were a number of students in the course who were not enrolled in the full Infant and Toddler Program, during the second year time was devoted to the group project from the spring field seminar. There were several problems with this arrangement. While it was appropriate to assess the group project as one of the required assignments for the Education course, assessing the project as a requirement for the field detracted from what would have otherwise been outstanding field performance in some cases. Consequently, in 1977-78 with a cut-back to three points for each of the five core courses, one point of independent study was allocated to the group project so that an independent assessment of this work could be made. The schedule in this last year permitted the Education course to

directly precede the seminar, allowing for the presentation of substantive input in the course with follow-up application to the project in the seminar.

Since the group project was not an independent unit until the last year, students were not asked to assess its value separate from evaluation of courses and field work. Assessments in these areas plus informal conversations indicated that most students felt that the project was a worthwhile one in serving as a synthesizing experience though each year students had to work through certain problems, particularly in the interpersonal realm. Some students acquired insights concerning group process particularly on how to elicit accountability from members of the group. These insights were often arrived at after considerable frustration. Students were required to make available to the other participants copies of their entire proposal which often were from 40 to 80 pages in length. Oral group presentations were also made at which time the audience was able to raise questions concerning conceptualization and the particulars of the proposed facility. Included in Appendix N are the guidelines for the group project together with an overview and table of contents of two representative projects.

Goal Attainment Scaling

Description and Results--Utilizing the program objectives as the framework, the staff of the Infant and Toddler Program created a form of Goal Attainment Scaling during the 1976-77 academic year whereby students could assess their progress towards mastery of each objective. The instrument allowed for five gradations of mastery of each objective. In conference with a staff member, each student in the program was asked to assess her status early in the fall of 1976. These ratings constituted the pretest assessment. At the end of the 1976-77 academic year, students were again asked to rate themselves on the scale. These ratings were viewed as a posttest measure. A t-test for correlated data was computed for the pre- and posttest scores for each objective. The results are presented in Table 10. As can be seen from this table, significant gains were made for each objective.

In addition to providing some summative information, the use of the scale appeared to affect process as well. While in the past students had been given a set of the program objectives at the beginning of the year, students were now remarking that the scale helped them identify areas of strength and weakness since they were asked to assess their entry capabilities. In some cases this information was of help to students in focusing on relevant areas. It was also suggested by the students that the scale should have separate knowledge and application levels of mastery for each objective. Without such a distinction the nature of growth could not be clearly identified.

For the 1977-78 academic year the faculty of the program refined the Goal Attainment Scale by explicitly identifying knowledge and application

Table 10

A Comparison of Pre- and Posttest Scores for the Goal Attainment Scaling Related to Each Program Objective

	1976-1977					1977-1978				
		N	$\bar{X}$	S.D.	t		N	$\bar{X}$	S.D.	t
Relational System	Pretest	14	2.9	.97	8.0****	Know. Pretest	9	2.6	.88	6.0****
	Posttest	14	4.5	.62		Posttest	9	4.4	.53	
						Appl. Pretest	8	2.8	.88	4.9***
						Posttest	8	4.5	.54	
Child Development	Pretest	14	2.9	.78	5.6****	Know. Pretest	10	2.8	.63	6.5****
	Posttest	14	4.3	.61		Posttest	10	4.5	.50	
						Appl. Pretest	10	2.7	.82	5.9****
						Posttest	10	4.7	.48	
Health	Pretest	14	3.4	.97	2.0*	Know. Pretest	9	2.3	.70	5.4****
	Posttest	14	4.1	.95		Posttest	9	4.4	.53	
						Appl. Pretest	9	2.4	.74	10.0****
						Posttest	9	4.6	.49	
Community Base	Pretest	14	2.6	1.27	5.7****	Know. Pretest	7	2.6	.79	5.0***
	Posttest	14	4.6	.62		Posttest	7	4.1	.39	
						Appl. Pretest	7	2.1	.69	12.1****
						Posttest	7	4.2	.57	

Table 10 (Continued)

A Comparison of Pre- and Posttest Scores for the Goal Attainment Scaling Related to Each Program Objective

	1976-1977					1977-1978				
		N	$\bar{X}$	S.D.	t		N	$\bar{X}$	S.D.	t
Program Design	Pretest	14	3.3	1.17	4.8****	Know. Pretest	10	2.8	.92	5.4****
	Posttest	14	4.8	.32		Posttest	10	4.8	.43	
						Appl. Pretest	10	2.7	.95	6.1****
						Posttest	10	4.9	.32	
In-Service Education	Pretest	14	2.7	1.34	6.4****	Know. Pretest	9	2.0	.87	7.7****
	Posttest	14	4.9	.28		Posttest	9	4.6	.53	
						Appl. Pretest	9	2.6	1.02	5.5****
						Posttest	9	4.8	.44	
Parent Education	Pretest	14	2.8	.94	4.8****	Know. Pretest	9	2.8	.97	3.3**
	Posttest	14	4.2	.87		Posttest	9	4.2	.67	
						Appl. Pretest	9	2.4	1.13	3.4***
						Posttest	9	4.0	.87	
Administration	Pretest	14	2.6	1.04	5.0****	Know. Pretest	7	1.9	.90	7.3****
	Posttest	14	4.1	.52		Posttest	7	4.1	.70	
						Appl. Pretest	7	1.6	.78	6.8****
						Posttest	7	4.1	.69	

Table 10 (Continued)

A Comparison of Pre- and Posttest Scores for the Goal Attainment Scaling Related to Each Program Objective

	1976-1977					1977-1978				
		N	$\bar{X}$	S.D.	t			N	$\bar{X}$	S.D.	t
Leadership	Pretest	14	2.7	.93	4.6****	Know.	Pretest	7	2.1	.69	2.9*
	Posttest	14	4.4	.72			Posttest	7	4.1	.90	
						Appl.	Pretest	7	2.1	.70	4.0***
							Posttest	7	4.0	.82	

* Significant beyond the .05 level, one-tailed test.
** Significant beyond the .01 level, one-tailed test.
*** Significant beyond the .005 level, one-tailed test.
**** Significant beyond the .0005 level, one-tailed test.

levels of each objective in accord with the student suggestion. The revised form of the Goal Attainment Scale is to be found in Appendix F. The same procedure was utilized for the administration of the scale as in the year before. A *t*-test for correlated data was computed for the pre- and posttest scores for application and knowledge levels for each objective. These results are also to be found in Table 10. Again, significant gains were made for both levels of all objectives.

In retrospect it appears that there is a need for some modification concerning the administration of the scale. The student assessments of themselves at the end of the year did not always correspond with faculty assessments. Generally, students had a tendency to rate themselves high. Some kind of accountability procedure would appear to be justified to minimize inflated scores. A final conference between each student and a faculty member where the student would be asked to present evidence supporting her rating should be considered.

Assessment of Staff

While clues to the students' evaluation of the staff are implicit in the sections above, in order to focus in more sharply in this area, the student questionnaire included specific questions concerning this matter. The questions asked students to assess the faculty as a group rather than individual members as had been done in evaluating course work. Regarding staff-student relationships there was a range of responses from students from fair to excellent with the bulk of the responses indicating that the relationship was from very good to excellent. There appeared to be some increase in favorable responses over the three-year period. Two responses were as follows:

> The strength of the I & T staff was the willingness to be available and listen to students. Respect and openness to student ideas was consistent. The staff showed deep interest in extending their expertise and excitement concerning new research findings. (1977-78)

> Comfortable & supportive, with a little push when needed! (1977-78)

Concerning the competence of the staff as a whole, the ratings were uniformly high, from good to excellent. Typical comments included:

> Staff was willing to aid students in all areas needed. (1975-76)

> All seem to be competent in field, but some could stand to be a bit more organized and self-confident. (1975-76)

> Staff all seemed quite competent in their given subject area, but some needed more skills in being able to involve the student as part of the teaching/learning process. (1976-77)

Finally, students were asked to rate the availability of the staff. The vast majority of the students across the three years felt that staff availability was from good to excellent, including the following comment:

"Since I work, it makes it a little harder for me to set up appointments, but they do try to work their schedule around mine." (1977-78) Only three students from the three-year total felt that staff availability was less than adequate. One of these students would have liked more supervision, preferably on a weekly basis.

Staff Assessment of Students

As a group the students were viewed by the faculty as being highly motivated with a strong commitment to the care of young children. Students frequently attended extracurricular meetings and conferences related to the area of infants and toddlers and were generous in sharing such information with other students. Comments raised about course work by students were generally characterized by concern for relevance and quality. At the last staff meetings during the 1976-77 and 1977-78 academic years, the faculty pooled their insights of the students from course work, performance in the field, and performance on the objective measures. With this information an attempt was made to rank students concerning their promise regarding future contributions to the field in a leadership role. These rankings are tabulated in Table 11.

TABLE 11

Staff Ranking of Student Leadership Potential

Category	1976-77	1977-78
Extremely promising	4	3
Promising	6	2
Moderately promising	3	2
Little promise	2	2

Students ranked "Extremely promising" generally were able to combine thorough mastery of relevant knowledge and an ability to apply that knowledge appropriately to the field. Those ranked "Promising" did not exhibit

the same degree of mastery of content or did not make maximal impact on the field. Those ranked "Moderately promising" were viewed as having certain skills but presented little evidence of probing, tending to operate "off the tops of their heads" or were lacking in some components of leadership, particularly interpersonal skills. While it was felt that students in the first three categories had varying degrees of potential, the students in the "Little promise" category were viewed as having little potential or in need of substantial subsequent development in order to assume a leadership role. Among the concerns expressed about these students were excessive rigidity, insufficient discipline, lack of responsibility, and superficiality. Some of these attributes were not readily discernable through the initial intake procedure.

IV. DISCUSSION

Overall Findings

Based on the evidence presented above, it would appear that the Leadership Program in Infant and Toddler Care and Education has met considerable success during the three years of funding. Students have reported general satisfaction with the program and have indicated growth through the Goal Attainment Scaling. There is also some evidence of growth on objective measures. An important indicator of success has been the growing number of students who have been referred to the program through field placements, including caregivers and several directors at these placements. In addition, the reputation of the Infant and Toddler Program is such that the director is increasingly contacted when there is a job opening in infant and toddler care. As one of the few programs nationally training individuals for leadership positions in the area of infant and toddler care, the training model developed should be of assistance to those interested in formulating such a program in this vital and growing area. Despite this gratifying evidence as the program continues to evolve, there are certain aspects of the program as currently constituted which bear further examination.

While the selection procedures have been generally effective in identifying students with promise as trainees, experience with fellowships over the past five years through both the Lilly Foundation and NIMH indicates that the partial variable fellowship contingent upon extent of need of the Lilly fellowships is preferable to the full fellowships supported through NIMH. In interviewing potential trainees the past few years, it became apparent that an attractive quality of the program has been the availability

of fellowships. While some effort was expended to determine student commitment to the field through an examination of previous experience, letters of recommendation, and through interviews, all assessments were not accurate. It would seem that another mode of determining commitment would be whether or not the trainees are willing to make a monetary commitment through funding themselves at least in part. Fellowships would be variable and contingent upon extent of student need together with the requirement that the student match at least in part the fellowship grant. The experience of the past five years indicates that when students make a personal investment in the program their level of commitment increases. Further, such a procedure will increase the total number of students who might be assisted with the same amount of available funds.

Student assessment of the core courses which constitute the academic foundation of the program indicated that the overall quality was from good to excellent with the courses providing a comprehensive background in the area. Those specific courses requiring further development are Institutional Management, a chronic object of complaints, and the new course, Group Dynamics. Students who questioned different aspects of the Institutional Management course were encouraged to share them directly with the faculty member teaching that course. The weekly staff meetings also served as an opportunity to explore general student reactions. Private conferences were also held between the instructor and the director of the program to discuss student reactions to the course. During the second year of NIMH funding, the chairperson of the Department of Home Economics was alerted to some of the concerns of the students regarding the Institutional Management course.

When these concerns intensified during the third year, the director of the program and the departmental chairperson explored an alternative staffing arrangement. Plans for the fall of 1978 call for the course to be staffed by a faculty member who taught a nutrition module in the fall of 1977 and was highly regarded by the students.

The Group Dynamics course offered for the first time during the spring term of 1978 helped students explore a much needed component of leadership. However, since the course was staffed by a part-time faculty member, there were insufficient opportunities to meet with her to provide the needed articulation of the course to the rest of the program. Since the team-teaching component consisting of the weekly meetings was the primary vehicle for articulation among program components, it would seem that in the future a faculty member should be selected who is able to devote the necessary time to the program. In addition, it is important that the course be geared to focus primarily on group dynamics rather than individual therapy.

A crucial component of the program in which positive changes evolved over the three years was the field work. While during the first year of the grant much of student time was devoted to caregiving, by the third year students were able to explore a number of aspects of administration as well. Central to this change was maintaining good communications with the field. It was found that two important channels of communication must be maintained between the program staff and the field directors and between the field directors and the students. Most of the communication between program staff and field directors were made on a one-to-one basis. The interviewing procedure between students and field directors to determine mutual suitability

of a placement facilitated subsequent communications between them. During the three-year period only one meeting was held with the directors early in the second year to clarify expectations. The directors were amenable to the suggestions that they meet periodically as a group. Though subsequent meetings were not held, one meeting per semester would be helpful to clarify issues which have arisen in the field, to provide a forum for directors to have an exchange with each other, and for program staff to share current and relevant materials.

Field visits were consistently endorsed by the students as being worthwhile. The primary difficulty in the past has been scheduling. Three visits a semester at approximately one week intervals seems best with the first visit in the fall, preferably an overnight stay. Scheduling during the second semester becomes particularly crucial; the last visit should be scheduled well before the end of the term to minimize competing demands on student time.

Student comments concerning the field seminar would indicate that there is a need for a balance between greater opportunities for students to share their field experiences informally and sessions where there is planned input such as from a guest speaker. There is still a need to reduce the redundancy in the field assignments for the fall term. The individualized assignments based on student needs worked well for the spring term. Such assignments are difficult to make during the fall term as faculty do not yet know the students well. The value of the group project as a culminating and synthesizing experience has been attested to by the students on an informal basis. It would appear that the best time block for the project would be in seminar where seminar follows immediately after the Education course so that the con-

cepts explored in the course in relation to areas such as scheduling and the educational use of space can be directly reinforced through application to the project.

The Goal Attainment Scaling developed for the program for students to assess their growth in regard to program objectives also affected process by providing students with an index to their progress in relation to each objective. However, there was some feeling that student self-assessments tended to be inflated. Hence if the measure is to be used for summative evaluation, greater accuracy might be obtained if students were asked to provide evidence to support their ratings in conference with a faculty member. Concerning the larger issue of evaluation of the program, ample time has now elapsed since the initiation of the program to warrant further summative evaluation. Such an evaluation would be best conducted by an evaluator not immediately involved in the program.

Current Status of Program Graduates

Originally the program was conceived to prepare people for leadership positions in the group care of infants and toddler such as a director of a facility. Since the program was created to operate as a functional minor with students matriculating in a number of departments so as to build on the strength of disciplines related to child care, certification was handled on the departmental level. If the student opted for some form of certification, this was possible through the Department of Early Childhood and Elementary Education and Special Education in the Department of Educational Psychology.

As reported earlier, after the inception of the program several fiscal cutbacks in New York City resulted in the closing of a number of day care facilities for infants and toddlers. Consequently, graduates of the program sought a number of positions, most of which were related to the area of infant and toddler care. Over the past three years 36 trainees completed the entire program. Of this group it was not possible to locate three students, four graduates had just completed their program and were in the process of job hunting, and four students were matriculated in doctoral programs with a speciality in infancy including a student who was also a research assistant on an anthropological study of mothers and their infants from a Peruvian Indian tribe. Graduates of the program who were working were employed in the following positions: five were teachers of infants, toddlers, and preschoolers requiring special education, four were directors of group care facilities for infants and toddlers, four were caregivers of infants and toddlers, two conducted parenting workshops for prospective and new parents, two were counseling junior high school students including unwed mothers, two were employed as dieticians in a large urban hospital and were working to initiate a drop-in and day care facility to service clinic patients and staff, one was a dietician on several pediatric wards serving children from birth to age 12, one was a child testor for a national study on day care, one was a social worker for family day care, one served as a consultant on child development for a women's magazine, one was working part-time as a tutor in a private school due to the needs of her own handicapped child, and one was administrating a program placing housekeeprs with families in need of their services. Virtually all the graduates who were employed were working in a capacity which utilized in some way the training they received in the Infant and Toddler Program.

A common problem encountered particularly by those interested in obtaining experience in day care was the poor salary schedule, especially for caregivers, perhaps reflecting a common view of child care under the age of three as being primarily custodial and hence commanding little esteem. Since an infant and toddler speciality is a relatively new one, some students initially had some difficulty in communicating the exact nature of the program from which they had been graduated. Helpful in this regard were the program objectives which students were encouraged to submit to a prospective employer together with their resumes. On the strength of their new expertise, some students were able to create positions for themselves such as leading parenting workshops or effecting change in their previous place of employment such as formulating a drop-in center for the care of children in a hospital.

Impact of Program and Suggestions for the Future

Initially the program was conceived as a full-time one which could be completed during one academic year plus a summer. Increasingly students in the program were part-time ones, usually completing the 22 credits of the Infant and Toddler Functional Minor in two academic years. While the full impact of the program is probably best felt by students committed to full-time study, the part-time program has become a viable option for those who must work, particularly for those who are employed in a position related to infant and toddler care. For those few part-time students employed in a non-program related position, field work posed some difficulties. The only placements available on Saturdays were at institutions providing 24-hour care to infants and toddlers. To insure that these students would have a full range of experiences in the field, arrangements were made to place them in a facility during their vacations.

The employment information cited above suggests that the Infant and Toddler Program has provided graduates with a foundation of relevance to more than group care of normal infants and toddlers. The two most promising areas appear to be special education including physical therapy and parenting. While a number of field placements have been utilized for those desiring to work with special populations, a future extension of the program might be a class building on knowledge of normal functioning provided in the Psychology course by extrapolating to the particular needs of special populations. Likewise, while aspects of parenting are discussed in several of the core courses, coursework with a focus in this area would be a welcome extension of the program. Such plans are currently underway.

Approximately half of the 36 graduates of the program were contacted directly and asked to what extent the program had affected them in their current employment as well as personally. Most of the respondents indicated that knowledge of normal early child development had been helpful. Also cited were information about family dynamics and the formulation of an educational philosophy. On a personal level students indicated greater sensitivity and hence greater enjoyment of young children. A number of students also were effectively able to counsel friends with infants and toddlers.

There were a number of indicators regarding the impact of the program on the field. Most tangible was the enrollment in the program of a number of directors and caregivers from field settings. More subtle was the impact of individual students and supervisors on the nature and quality of care in some facilities used for placements. Students were in the difficult situation of trying to effect change without threatening caregivers. Ap-

proaches utilized included modeling, sharing of readings and assignments--in one case a student evaluation of the center was shared with the director and her staff, and in several situations students were able to lead an in-service training program.

Working on the program also had a positive impact on faculty. As one of the few truly interdisciplinary team efforts in the School of Education, association with the program helped faculty to break down narrow stereotypes concerning the contribution of the departments involved. The cross-fertilization possible in a diverse group served as welcomed professional stimulation. The academic logistics concerning departmental point allocations was settled to the satisfaction of all departments involved and should serve as a viable model to future groups interested in initiating an interdisciplinary effort. For those interested in using this training model as a prototype, it is clear that two basic ingredients are necessary: a range of expertise concerning infant and toddler care from a variety of departments and quality field placements in which students are allowed to explore all aspects of child care from caregiving through administration.

V. SUMMARY AND RECOMMENDATIONS

The Leadership Program in Infant and Toddler Care and Education was conceived to address the social need for trained leaders in the growing area of group care of infants and toddlers. Four departments were identified as having necessary expertise concerning some aspect of the care of infants and toddlers. Representatives of these departments, i.e., the Department of Early Childhood and Elementary Education, the Department of Educational Psychology, the Department of Home Economic Education, and the Division of Nursing met to formulate the current program. Utilizing an interdisciplinary approach, it was determined that interested students could matriculate in any one of the four departments with a functional minor of 22 credits in infant and toddler care. Subsequently, affiliations were also established with the Department of Educational Administration, Department of Bilingual Education, and the School of Social Work enabling students to matriculate in each of these departments as well.

With each ensuing year modifications were made in the program based on experience and student recommendations. In its final form the program consisted of five core courses taken for three credits each, six credits of field work, and a one-point independent study devoted to the culminating experience--the development of a viable proposal addressing a social need relating to some aspect of infant and toddler care.

The full-time program consisted of Psychological Research in Infancy, Health--Family Roles and Relationships, and Institutional Management and Administration offered in the fall term together with three points of field work; and The Education of Infants and Toddlers, Group Dynamics for Leader-

ship in Education, independent study for proposal development, and three points of field work offered during the spring term. An increasing number of part-time students were able to complete the functional minor in infant and toddler care in two years.

Field work was defined as a minimum of two full days working in a facility for infants and toddlers plus a weekly two-hour seminar. Additional field trips were planned at approximately one-month intervals to a range of facilities including a research center, day care center for migrant children, and a parenting program.

While the program met with considerable success as evidenced by general student satisfaction and the high percentage of graduates who were able to find employment which utilized their training in infant and toddler care, the recommendations below suggest further refinements in the existing program:

1. Recommendation--It is recommended that future trainee fellowships be awarded on a variable basis contingent upon student need with the requirement that the student provide at least some portion of the necessary funds.

Rationale--The program seeks to identify and support those individuals with the greatest commitment and potential. By requiring some form of monetary commitment by the trainee, it is expected that primarily individuals with a serious concern for quality care of infants and toddlers will be attracted to the program.

2. Recommendation--It is recommended that only faculty members who are of proven ability and who can make the necessary time commitment to the program be retained on the staff.

Rationale--It goes without saying that the quality of any program rests primarily on the strengths of its faculty. While the realities of an aca-

demic situation are such that the best instructors have many competing demands made on their time, to maintain excellence in a program, one must work continually to insure that the best qualified faculty are retained. One index to quality is the willingness of the instructor to devote the necessary time to provide sufficient articulation of program components.

3. Recommendation--It is recommended that meetings with directors of field placements be held once a semester to enhance communication between the program and the field. Students should also be invited to attend a portion of these sessions.

Rationale--While the communication between the program and the field has been good, it would be helpful to have regular time allocated for those involved in the program to discuss common concerns. Such meetings might go beyond the immediate needs of the program itself by providing a forum for the exchange of practices and ideas.

4. Recommendation--It is recommended that when the Goal Attainment Scaling is used to assess student growth in the program that students be asked to provide evidence to support their self-ratings in conference with a faculty member.

Rationale--There is a tendency for students to rate themselves consistently high. By including a form of accountability, student ratings may become more realistic.

5. Recommendation--It is recommended that in the future both formative and summative evaluation be conducted by an evaluator not directly involved in the program.

Rationale--Much helpful feedback has been acquired through the ongoing evaluation process utilized in the program during the past three years. Many program modifications have been made responsive to recommendations made through this process. However, while there is value to an in-house evaluation, there is always the danger of lack of sufficient objectivity. Potentially an outside evaluator may be able to identify strengths and weaknesses not readily discernible to those immediately involved. Concern for continually upgrading the quality of the program warrants consideration of such an evaluator.

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

INTERVIEW SCHEDULE

Academic Potential

What have been the strengths of your undergraduate experiences?

What have been the weaknesses of your undergraduate experiences?

How do you feel people should interact with children?

Describe a satisfying interaction you have had with a child.

Field Potential

What have been the strengths of your work experiences, and what have been the weaknesses of your work experiences?

What ideas have you been exposed to that have been helpful in the field?

Describe a satisfying interaction you have had with an adult with whom you have had to deal.

What would influence you to change your current on-the-job practices?

Leadership Potential

What have you done to effect change in a work situation either environmentally or interpersonally (state the problem)?

Give an example of a difficult decision you have had to make where it was not possible to please all parties--explain your rationale.

What would you recommend be done in respect of a parent who has chronically abused his/her child?

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

APPLICANT INTERVIEW ASSESSMENT FORM

Applicant_____Evaluated by_____Date_____

Early Childhood_____Ed. Psych._____Home Eco._____

Nursing_____Other (Specify)_____

Rating: Circle appropriate category using whole number ratings only. Make comments in each category.

Academic Potential: Including but not limited to communication skills (verbal, written), scholarship (theoretical, conceptual)

1 . . . . . 2 . . . . . 3 . . . . . 4 5
poor average excellent

Comments:

Field Potential: Including but not limited to interpersonal sensitivity, openness to supervision, to self study, applying theory to practice

1 . . . . . 2 . . . . . 3 . . . . . 4 5

Comments:

Leadership Potential: Including but not limited to appropriate task orientation, self-awareness, ethical concerns, social values, responsibility for nurturing learning in others

1 . . . . . 2 . . . . . 3 . . . . . 4 5

Comments:

Overall Potential: Including but not limited to all of the above plus achievement motivation, self-directedness, maturity, independence, assertiveness

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 6
urge applicants rejection — disapprove mildly — approve mildly — endorse applicants enthusiastically

Comments:

APPENDIX B

STUDENT QUESTIONNAIRE FOR

ASSESSMENT OF INFANT AND TODDLER LEADERSHIP PROGRAM

ASSESSMENT OF INFANT AND TODDLER LEADERSHIP PROGRAM

1977-1978 Academic Year

1. What do you think are the main objectives of the I & T Program?

2. What were your own professional objectives as you pursued your master's? To what extent were your objectives met?

3. Rate each content area (core courses) you have taken on the dimensions below using the following four-point scale: 1-Excellent, 2-Good, 3-Fair, and 4-Poor by circling the appropriate number.

	Ex.			Poor
a. Health--Family Roles and Relationships				
Content	1	2	3	4
Effectiveness of instructor	1	2	3	4
Responsiveness of instructor and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4
b. Psychology of Infants and Toddlers				
Content	1	2	3	4
Effectiveness of instructor	1	2	3	4
Responsiveness of instructor and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4
c. Education of Infants and Toddlers				
Content	1	2	3	4
Effectiveness of instructor	1	2	3	4
Responsiveness of instructor and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4
d. Institutional Management and Purchasing				
Content	1	2	3	4
Effectiveness of instructor	1	2	3	4
Responsiveness of instructor and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4

	Ex.			Poor
e. Group Dynamics				
Content	1	2	3	4
Effectiveness of instructor	1	2	3	4
Responsiveness of instructor and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4
f. Field Seminar - Fall Semester				
Content	1	2	3	4
Effectiveness of team	1	2	3	4
Responsiveness of team and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4
g. Field Seminar - Spring Semester				
Content	1	2	3	4
Effectiveness of team	1	2	3	4
Responsiveness of team and concern for students	1	2	3	4
Methods and materials	1	2	3	4
Organization and structure	1	2	3	4
Ability to communicate clearly	1	2	3	4
Appropriateness to program's objectives	1	2	3	4

Please provide specific suggestions on how any item rating "poor" (4) on the previous page and above might be made more meaningful.

To what extent did the five core courses provide you with the essential foundation in the area?

Was there sufficient articulation among courses (were they related and integrated)?

Was there substantial overlap? Where? Was this helpful or unhelpful?

What important content areas were not explored which should have been?

4. Assess the extent to which you feel your field experience was an important part of the I & T Program.

What suggestions can you make for improving the functioning of the team conducting the field seminar?

5. What new insights and/or skills in the following areas have you gained as a result of your field experience?

a. Responsibility for the growth of children

b. Working with caregivers and staff

c. Functional relationship with parents

d. Components of leadership

e. Other

6. What insights and/or skills do you feel you still must develop in the field?

7. What suggestions do you have for improving the field component of the Program?

8. For each of the field visits you made, identify those areas which were most valuable to you?

a. Warwick (Migrant Workers)
Would recommend future visits_____Would not recommend future visits_____

b. ETS (Michael Lewis)
Would recommend future visits_____Would not recommend future visits_____

c. Pomona
Would recommend future visits_____Would not recommend future visits_____

d. Edith B. Jackson Child Care Program (Yale)
Would recommend future visits_____Would not recommend future visits_____

e. Hunt's Point Parent-Child Center
Would recommend future visits_____Would not recommend future visits_____

What suggestions do you have for improving the field visit component of the Program?

9. Please comment and/or make suggestions concerning the I & T staff on each of the following:

   a. Staff-student relationships

   b. Staff competence

   c. Staff availability

10. What other suggestions do you have for improvement of this Program?

11. Briefly describe any critical incidents relating to any aspect of the Program or an outgrowth thereof where you were able to effect change or influence a situation significantly.

12. Additional comments.

APPENDIX C

CENTER DIRECTORS' QUESTIONNAIRE FOR ASSESSMENT OF INFANT AND TODDLER LEADERSHIP PROGRAM

ASSESSMENT OF INFANT AND TODDLER LEADERSHIP PROGRAM

1977-1978 Academic Year

Center:_____ Respondent:_____

Date:_____ Title:_____

1. In your judgment what are the main objectives of the field component in the Infant and Toddler Program?

2. What experiences are possible in your Center for a student in the Infant and Toddler Program?

3. To what extent were the students placed with you this year able to avail themselves of the range of opportunities which your Center could provide?

4. In what ways did the students placed with you this year make a positive contribution to your Center? Please be specific.

5. Did any student hinder or jeopardize the smooth functioning of your Center? Please explain.

6. Was there any evidence that the course work that the students took had relevance to the field? Please cite examples.

7. Was there sufficient communication between the Infant and Toddler Program and your Center?

   If not, what suggestions do you have for improving communication?

8. Was the supervision of each student from the Infant and Toddler Program satisfactory?

If not, what recommendations would you make for improving the quality of supervision?

9. What suggestions would you make for the improvement of the field component of the Infant and Toddler Program?

10. Additional Comments:

APPENDIX D

MULTIPLE CHOICE TEST

NEW YORK UNIVERSITY
School of Education, Health, Nursing and Arts Professions

LEADERSHIP PROGRAM

GROUP CARE OF INFANTS AND TODDLERS

The questions in this booklet have been designed to assess your knowledge of the curricular areas which are a part of the Infant and Toddler Program. This will provide us with baseline information as we continue to evaluate the Program throughout the year.

READ EACH QUESTION CAREFULLY. Select the best answer for each question. PLACE AN "X" THROUGH the letter of the best answer on the answer sheet.

PART I

Select the one best choice

1. Passive immunization refers to:

   a. long lasting immunity
   b. injection of live organisms
   c. attenuated strains of disease organisms
   *d. transient immunity

2. In the language of family systems theory, a triangle refers to:

   a. emotional oneness
   b. a geometric arrangement of seating
   *c. the way a two-some handles tension
   d. the father's role as head of the household

3. "He drinks; so I nag." ... "I drink because she nags." is an example of:

   a. equifinality
   *b. punctuation
   c. pattern
   d. metacommunication

4. A system is a:

   *a. set of objects simultaneously interacting
   b. a set of objects additively interacting
   c. a set of objects in a state of rest
   d. a set of objects with no relationship to each other

5. Family rules may be seen as:

   a. causes of maladaption
   b. patterns of power
   c. signs of pathology
   *d. patterns of interaction

6. Diarrhea is a serious illness in the infant because:

   a. it interferes with motor development
   *b. it leads to dehydration
   c. is usually accompanied by pneumonia
   d. is too great a stressor for the immature ego

Part I continued

7. In systems thinking, causality is thought to be:

   a. linear
   b. hierarchical
   *c. circular
   d. non-existent

8. A manifestation of increasing differentiation in the young infant is:

   a. gurgling
   b. rapid eye movement sleep
   c. thumb sucking
   *d. the social smile

9. The power motive evolves developmentally from:

   *a. a sense of individualism
   b. attachment
   c. proximity to the mother substitute
   d. social curiosity

10. The most likely reaction to fusion is:

   a. divorce
   b. high level of economic success
   *c. distance
   d. school phobias

11. Of the following, which one is <u>not</u> a reaction to the nuclear family ego mass:

   a. marital fusion
   b. triangling maneuvers
   c. mental illness
   *d. physical well-being

12. Growth moves in the direction of:

   *a. cephalo-caudally
   b. distal-proximally
   c. bilaterally
   d. oral-genitally

Part I continued

13. A quotation from a fusion fight in marriage would go as follows:

a. "I want you to stop leaving everything lying around the house."
b. "I think I may have to reconsider."
*c. "You never have cared for me."
d. "You need to hear my position on this."

14. Roles in a family should be:

a. close as possible to your friends
*b. age appropriate
c. clearly defined and adhered to
d. easily identified

15. The most consistent territorial finding in regard to man is:

a. aggression
b. dominance
*c. rectangular enclosures
d. hierarchical patterns

16. The most common characteristic of parents who batter their children is:

a. drug abuse
b. mental illness
*c. the parents were battered as children
d. depression

17. Children can be helped to "work through" the death of a significant person at age:

a. 6 years
*b. 2 years
c. 12 months
d. 4 years

18. The cause of Suddent Infant Death Syndrom ("crib death") is:

a. liver failure
b. brain disease
c. inborn gentic failure
*d. unknown

Part I continued

19. If an assistant director of a day-care center is also the morning teacher, you would suspect some:

a. distance
*b. fusion
c. anger
d. multigenerational transmission

20. The healthiest way to handle fusion is:

*a. to differentiate
b. enmeshment
c. distance
d. triangle someone else in

PART II

Select the one best choice

1. In postnatal development:

   a. maturation is more important than learning
   b. learning is more important than maturation
   c. maturation is aided by learning
   *d. maturation and learning are closely interrelated

2. According to the proximodistal law, development:

   *a. spreads over the body from the central axis to the extremities
   b. is controlled by the cerebrum
   c. is controlled by the cerebellum
   d. spreads over the body from head to foot

3. In the pattern of development:

   a. the child grows by fits and starts
   b. development proceeds from specific to general responses
   *c. development proceeds from general to specific responses
   d. the rates of development are the same for different physical and mental traits

4. The most serious condition affecting prenatal development is:

   a. maternal smoking and drinking
   b. age of the mother
   *c. maternal malnutrition and poor health
   d. maternal endocrine imbalance

5. A stage of development is characterized by:

   *a. a qualitatively different organization of behaviors that occur simultaneously
   b. the physical changes occuring at the same time
   c. nothing in particular
   d. none of the above

Part II continued

6. The most general developmental principle in Jean Piaget's theory, which states that the organism always tends toward biological and psychological balance, is called:

   a. assimilation
   b. accommodation
   c. internalization
   *d. equilibration

7. According to Davenport Hooker's (1952) observations, a twelve-week-old fetus can:

   a. kick its legs
   b. close its fingers
   c. open and close its mouth
   *d. all of the above
   e. none of the above

8. The scanning strategy of the newborn is mostly:

   a. vertical
   *b. horizontal
   c. both of the above
   d. neither of the above

9. If a baby habituates to a stimuli, it probably means he is:

   a. interested in it
   *b. bored with it
   c. looking at it
   d. none of the above

10. Improved eye-hand coordination in the young infant is <u>best</u> demonstrated by his:

   a. first smile at his mother
   *b. putting all moveable objects into his mouth
   c. grasping any hand tightly
   d. none of the above

Part II continued

11. Egocentricity refers to the infant's:

a. conceit
b. development of a sense of self
*c. lack of differentiation of self from the world
d. none of the above

12. Comparisons of the effects of self-demand versus scheduled feeding practices indicate:

a. the superiority of fixed feeding schedules
b. self-demand feeding usually results in overindulged children
c. that weaning is less traumatic for "scheduled" babies
*d. nothing to suggest that self-demand feeding is harmful

13. Researchers such as Goldfarb, Spitz, and Bowlby are most closely associated with which one of the following areas of study:

a. delinquency
b. socioeconomic status
c. psychosomatic disorders
*d. maternal deprivation

14. Psycholinguists tell us that a child's first grammatical sentences:

a. are imitations of sentences he hears from his parents
b. are chance occurrences in babbling that approximate adult language
*c. contain a pivot word and a content word
d. do not follow any regular rules of grammar

15. Harlow's work implies that close maternal bonds permit the infant to:

a. "find himself"
b. adjust normally
*c. explore new situations
d. be overly dependent
e. reject his father

16. Newborns appear to concentrate their visual attention on:

a. entire shapes
b. corners only
*c. points of high contrast
d. objects that are square

Part II continued

17. The primary function of babbling is probably to

*a. develop motor control over speech musculature
b. gain parental attention
c. develop reflexive thinking
d. practice primary cognition processes

18. Syncretic language production in young children means:

a. use of pivot-phrase structure
*b. that a word stands for an entire thought or sentence
c. expansion of phrases following social reinforcement
d. intrusion of wishful thinking in verbal expressions

19. Object permanence, is shown when the baby:

a. reaches out to grasp objects given visually
*b. no longer acts as though disappearing objects do not exist
c. turns to search for the source of a sound
d. stops trying to grasp ungraspable objects such as a spot of sunlight

20. Important consequences of positive attachment in infancy include:

a. stranger anxiety in latter part of the first year
b. generalized social responsiveness in early infancy
c. continuing vocalization
*d. all of the above

PART III

Select the one best choice

1. Routine activities which occupy a large part of the infants' day are best handled by:

   a. carrying them out as quickly and efficiently as possible
   b. appropriate scheduling
   c. a playful but efficient manner
   *d. none of the above

2. Which of the following would be the most beneficial educational reason for instituting family grouping?

   a. alleviates boredom of caregiver
   *b. socialization by imitation
   c. allows for more flexible use of space
   d. more youngsters can then be accommodated

3. Which of the following is not an example of how babies effect changes in the behavior of the caregiver:

   a. caregiver forms attachment to baby
   b. caregiver indulges in "baby talk"
   c. baby smiles/caregiver smiles
   *d. caregiver coos/baby coos

4. If the very young infant's environment lacks moveable objects which are present at some times and not at others, this fixed monotony would be expected to interfere most significantly with the development of:

   a. habituation
   *b. differentiation of self
   c. exploratory behavior
   d. motoric skills

5. A behavior pattern reflecting the child's active interaction with his environment is:

   a. repetitious behavior
   *b. exploratory behavior
   c. satisfaction with familiar objects
   d. crying and babbling when alone

Part III continued

6. Which of the following would not be an appropriate environmental prop to facilitate gross motor movements of arms, hands, legs and torso (such as are involved in reaching and locomotion):

   a. large push toys
   b. climbing apparatus
   c. furniture
   *d. mobile

7. Examples of individual differences among infants during the first weeks of life include:

   a. some wake at the slightest sound
   b. some like bright lights
   c. some prefer vigorous handling
   d. some have color preferences
   *e. all of the above

8. Social responsiveness in very young infants is best facilitated by:

   *a. responding to infant's smiles, laughter and vocalization
   b. talking to the infant
   c. allowing the infant to have contact with several individuals in addition to the caregiver
   d. providing a variety of stimulating toys

9. Which of the following is not an example of problem solving by babies:

   *a. crying when hungry (at approximately 0-1 mos.)
   b. learning to let go of an object (at approximately 2-3 mos.)
   c. trying to reach for an object that is just out of reach (at approximately 2-4 mos.)
   d. struggling to get eyes to follow what the hands are doing (at approximately 3-4 mos.)
   e. finding a ball that is not where you expect it to be (at approximately 8-12 mos.)

10. The major source of environmental stimulus for the newborn and very young infant is usually:

   a. feeding bottle
   b. appropriate mobiles suspended from crib
   *c. mother/caregiver
   d. shifting light patterns

Part III continued

11. During infancy, speech and language skills are best facilitated by:

    a. initiating "talk" with the infant
    *b. reinforcement of child's spontaneous verbalizations with verbal responses
    c. reading picture books including repetitious phrases to the child
    d. providing opportunities for several infants to spend time together

12. According to Burton White (1973), which of the following characteristics is <u>not</u> true of the effective caregiver:

    a. talks a great deal to the child
    b. provides access to many objects and diverse situations
    *c. is always nearby and when appealed to for help always responds
    d. prohibits certain activities
    e. is generally permissive and indulgent

13. Which of the following would be the least appropriate choice for facilitating articulate movements such as grasping during infancy:

    *a. dried beans
    b. peg boards
    c. screw in toys
    d. blocks

14. Self reliance is facilitated by:

    *a. allowing child to perform acts to care for himself
    b. allowing child to perform acts to care for himself when he is clearly able to handle them
    c. teaching the child the necessary skills to care for himself
    d. teaching skills at the child's developmental level that will lead to a feeling of success

15. Which of the following is not an example of appropriate sensory stimulation for young infants:

    a. infant fixating on caregiver's face and eyes
    b. soft sound of bells and gentle sound of rattles
    c. being held, patted and/or rocked
    *d. continuous soft background music

Part III continued

16. A perceived social need may differ from the actual social need due to

    a. differences in culture
    b. differences in values
    c. differences in perception
    *d. all of the above
    e. none of the above

17. The philosophy of a child care center can influence:

    a. the teacher-child ratio
    b. grouping patterns
    c. selection of materials
    d. the nature of the teacher-child interaction
    *e. all of the above

18. Which of the following are potential ways of involving parents in their group care center:

    a. decision making level
    b. paid and upaid positions
    c. adult education
    d. a and b only
    *e. all of the above

19. Formative program evaluation primarily provides for:

    *a. assessment of process
    b. comparative data between programs
    c. information on the impact of a program
    d. a & c
    e. b & c

20. To assess the effectiveness of a program, it is recommended that summative evaluation be made:

    a. from the outset of the program
    b. after the initial orientation period
    c. during the first year of the program
    d. at the end of the first year
    *e. when all program components are being implemented

PART IV

Select the one best choice

1. Which menu below is least acceptable for toddlers:

   a. vegetable soup, hamburger pattie, mashed potato, chopped broccoli, peach slices
   b. potato soup, hamburger pattie, sliced carrots, orange sections
   *c. cream of mushroom soup, sliced turkey, mashed potato, corn, vanilla pudding
   d. vegetable soup, turkey, mashed potato, chopped broccoli, peach halves

2. Which of the nutrients below contain the same number of calories per ounce?

   *a. carbohydrates and proteins
   b. proteins and fats
   c. carbohydrates and fats
   d. carbohydrates and vitamins

3. Proteins are most often used in the body:

   *a. for growth and repair
   b. for energy, growth and repair
   c. for resistance to disease
   d. for ease of digestion

4. The U.S.R.D.A.'s are:

   a. amounts of vitamins and minerals needed for 1 day to stay healthy
   b. amounts of all nutrients needed for 1 day to stay healthy
   * c. amounts of some nutrients needed for 1 day to stay healthy
   d. those nutrients that must be used for food labeling

5. A vitamin A deficiency will most likely occur if the following are not eaten daily:

   a. citrus fruits
   * b. green and yellow fruits and vegetables
   c. meats
   d. milk and dairy products

Part IV continued

6. An example of two incomplete proteins which, when combined form a complete protein

   a. beef and cheese
   b. milk and cheese
   c. macaroni and cheese
   *d. rice and legumes

7. The best conductors of heat for cooking equipment are:

   a. aluminum and cast iron
   b. stainless steel and copper
   *c. copper and aluminum
   d. teflon and stainless steel

8. The ideal temperature of the room used for infants or toddlers is:

   *a. 68^{o} to 72^{o} F
   b. 65^{o} to 75^{o} F
   c. 70^{o} to 75^{o} F
   d. 75^{o} to 85^{o} F

9. Ideal conditions for microbial growth are:

   a. moisture, warmth and food
   *b. moisture, warmth, food and darkness
   c. moisture, warmth and darkness
   d. food, warmth and darkness

10. Food should be served at refrigerated temperatures or if hot, at approximately:

   a. 115^{o} F
   *b. 140^{o} F
   c. 180^{o} F
   d. 100^{o} F

11. Storage of perishable foods such as fresh fruits and vegetables should occur at which temperature?

   *a. 35^{o} F to 40^{o} F
   b. 40^{o} F to 60^{o} F
   c. below 0^{o} F
   d. 70^{o} F to 80^{o} F

Part IV continued

12. Foods should be correctly prepared to:

a. eliminate nutrient loss
b. eliminate nutrient loss, kill possible bacteria and soften as much as possible
c. eliminate nutrient loss, kill possible bacteria
*d. eliminate nutrient loss, kill bacteria, control cooking losses

13. An organization chart shows:

a. the daily schedule for all employees in a unit
b. the total number of full-time, part-time and relief workers
*c. the chain of command and communication in a unit
d. all of the above
e. none of the above

14. A union shop is:

*a. organization which hires only union members
b. an organization which hires only non-union members
c. an organization where many unions compete for power
d. an organization about to have a union vote.

15. When digested by the body, proteins are broken down for utilization to:

a. fatty acids
b. glycerol
c. peptides
*d. amino acids

16. Most fruits and vegetables are rich in:

*a. carbohydrates, vitamins and minerals, water
b. proteins, carbohydrates, vitamins, minerals and water
c. proteins, fats, carbohydrates, minerals, vitamins and water
d. vitamins, minerals and water

17. Fabricated equipment is that which:

*a. the buyer supplies the specifications
b. the seller partially assembles to his specifications
c. the seller uses standard specifications as shown in his catalog
d. none of the above

Part IV continued

18. Which of the following contaminations is most fatal?

*a. botulis
b. staphlococcus
c. salmonella
d. cerius

19. A job description should include:

a. a job summary
b. performance requirements
c. job qualifications
d. working environment and job relationships
*e. all of the above

20. Which of the following tools of management is not used in employee selection:

a. application blank
b. personal interview
c. ability and psychological tests
*d. employee appraisal
e. check on past job performance

APPENDIX E

QUESTIONS FOR ESSAY EXAMINATION

BASED ON FILM CLIP FROM "LEARNING TO LEARN IN INFANCY"

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

QUESTIONS FOR ESSAY EXAMINATION

Name:_____ Date:_____

1. What caregiver-infant interactions occurred which facilitated the infant's continued interaction with people?

2. What caregiver actions did you see that were responsive to the child's stage of development?

3. What suggestions would you make to improve the interaction of the caregiver-infant?

APPENDIX F

GOAL ATTAINMENT SCALING

KNOWLEDGE AND PERFORMANCE LEVELS

Name_____ Date_____

LEADERSHIP PROGRAM IN INFANTS AND TODDLERS

GOAL ATTAINMENT SCALING - KNOWLEDGE AND PERFORMANCE LEVELS

Directions

A five-point scale has been developed for each of the program objectives on both knowledge and performance levels. Circle the number of each scale which best corresponds with your current mastery of that objective.

A. RELATIONAL SYSTEM OBJECTIVE

The student recognizes that the child must be viewed in terms of the totality of his relational system taking into account the environmental and social matrix in which the observation is taking place. The factors influencing the child's behavior in one setting will affect the other situation whether family or day care center.

Knowledge	Application
1. Complete inability to do above.	1. Complete inability to do the above.
2. Ability to identify general areas of a system's functioning or extreme situations.	2. Ability to assess generally the student's or child's place in a relational system.
3. Ability to identify specific areas of fusion or triangling maneuvers in a system.	3. Ability to experience or witness personally (in regard to self) or emphatically (in regard to child or co-worker) the effects of a system's areas of fusion and triangling maneuvers but not be able to alter it.
4. Ability to plan strategies for decreasing fusion areas.	4. Ability to implement plan for self, staff or child which decreases fusion.
5. Ability to conceptualize a systems model where the design minimizes areas of fusion.	5. Ability to continually assess and modify appropriately to decrease areas of fusion in job and family settings.

B. CHILD DEVELOPMENT OBJECTIVE

Knowledge	Application
Ability to identify behavior consistent or inconsistent with child development theory and research:	Ability to apply theoretical principles and infer applications of relevant research in child development to enhance children's developmental growth:
1. Complete inability to do the above.	1. Complete inability to do the above.
2. Ability to identify only the most global features or to identify only the extremes of behavior (normal vs. bizarre).	2. Ability to provide some match of activities with child's development level, but on a rather general level (i.e., Broad age range).
3. Ability to identify developmental trends with some degree of specificity, but unaware of relevant research.	3. Ability to select and sequence activities that are designed to promote development, but does so within rather global theoretical framework and cannot infer from research.
4. Ability to do above as stated.	4. Ability to do above as stated.
5. Ability to operate at a high level of differentiation in assessment of behavior, (inc. ability to criticize child development theory and research and suggest further theoretical refinement and research paradigms).	5. Ability to design innovative activities that promote individual children's development and which are founded on critical analysis of theoretical principles and research and attendant limitations.

C. HEALTH OBJECTIVE

The student will have a beginning ability to assess the health status of infants and toddlers and can recommend to parents and day care staff appropriate preventive measures compatible with developmental tasks and tools. In addition she will recognize her role in helping the child and family use the available health services as a means for increasing the family's potential in dealing with later health-related stresses.

Knowledge	Application
1. Complete inability to do the above.	1. Exacerbates condition.
2. Ability to identify only symptons which are global or extreme.	2. Ability to identify only global or extremes in a child.
3. Ability to define health needs of children, but unfamiliar with agencies for referral.	3. Ability to intervene with soupd guidelines.
4. Ability to define health needs of children, and can select appropriate agencies for referral.	4. Ability to identify suitable agencies and use services appropriately.
5. Ability to formulate plan for teaching above.	5. Ability to implement plan.

D. COMMUNITY BASE OBJECTIVE

The student will be able to design a program that is uniquely suitable to and appropriate for a particular group of children and parents, as their needs are related to their socio-economic and cultural backgrounds. In addition, the student will know the techniques and procedures for working with community representatives and leaders and for making maximum use of community resources in the interest of the program for children and their parents.

Knowledge	Application
1. Complete inability to do the above.	1. Complete inability to do the above.
2. Ability to identify obvious needs.	2. Ability to respond to situations where clearly established community resources are available.
3. Ability to identify needs with some specificity, but is not yet clear about their relationship; knowledge of a range of resources, but their interrelationship has not been explored.	3. Ability to respond to situations utilizing a range of community resources, but response lacks refinements and resources are not used creatively.
4. Ability to do above as stated.	4. Ability to do above as stated.
5. Ability to build a dynamic model with an evaluation system which will effectively indicate needed changes over time.	5. Ability to respond effectively to changing needs over time.

E. PROGRAM DESIGN OBJECTIVE

The student will be able to plan a learning environment in keeping with the population which will include an arrangement of space and environment that will: provide for safety of children; permit a variety of learning activities to take place simultaneously and without interfering with each other; allow for the privacy of individuals for whom socializing activities may not be appropriate at a particular time; and provide for mobility of adults in interacting with children.

Knowledge	Application
1. Complete inability to do the above.	1. Complete inability to do the above.
2. Ability to identify only global components of the learning environment.	2. Ability to make gross adjustments in the learning environment.
3. Ability to identify components of the learning environment with some specificity, but is not yet able to provide for all factors above simultaneously.	3. Ability to make needed adjustments in the learning environment but is not yet able to articulate a comprehensive rationale and hence has difficulty in anticipating needed changes.
4. Ability to do above as stated.	4. Ability to do above as stated.
5. Ability to plan a dynamic learning environment which reflects knowledge of current research and recent innovations.	5. Ability to implement an exemplary learning environment.

F. IN-SERVICE EDUCATION OBJECTIVE

Knowledge	Application
Ability to identify specific in-service training programs and design them to meet the professional needs of a staff in the Infant and Toddler Program. He/she will know the resources available, know how to set behavioral objectives, motivational techniques and methods of evaluation.	Ability to identify the professional needs of the staff, group these needs and establish priorities for an in-service education program which will improve the program for children and raise the level of performance; implement the in-service training program and evaluate its effectiveness on the basis of a statement of anticipated outcomes which they will develop beforehand.
1. Complete inability to do the above.	1. No awareness of having a need for in-service education program.
2. Ability to plan general content based on resources but not behavioral objectives, motivational techniques and evaluation measures.	2. Awareness of having a need for in-service education program.
3. Ability to plan specific and appropriate content based on resources but lacks the knowledge necessary to plan motivational techniques, evaluation measures and behavioral objectives.	3. Ability to identify specific needs for an in-service education program, but has not yet acted to meet those needs.
4. Ability to design appropriate behavioral objectives, appropriate content, but lacks the basic knowledge necessary to plan motivational techniques and evaluation measures.	4. Ability to identify specific needs and had related these needs to appropriate resource personnel.
5. Ability to design appropriate behavioral objectives, content, motivational techniques and evaluation measures to provide a successful in-service training program.	5. Ability to implement and evaluate an in-service program.

G. PARENT EDUCATION OBJECTIVE

Knowledge	Application
Ability to identify interests and needs of parents as related to their effectiveness as parents with their children.	Ability to utilize interests and needs of parents in planning and implementing parent education program that promotes parental confidence and effectiveness in dealing with their children.
1. Complete inability to do the above.	1. Complete inability to do the above.
2. Ability to identify only very general needs of parents but cannot articulate relationship of those general needs to parents' effectiveness with their children.	2. Ability to take into account general needs of parents as interactions with particular parents spontaneously occur.
3. Ability to identify a greater variety of parental needs and interests but inconsistently articulates how these needs and interests are related to their parental effectiveness with their children.	3. Ability to plan parent education program but cannot implement it due to gaps in relating parental needs to parental effectiveness with their children.
4. Ability to do above as stated.	4. Ability to do above as stated.
5. Ability to do the above as stated with high degree of differentiation (i.e., with special groups of parents or children with special needs.)	5. Ability to do the above as stated with high degree of differentiation and individualization of parent education program vis a vis individual parent-child dyads.

H. ADMINISTRATIVE OBJECTIVE

Ability to identify and implement the components of an effective and efficient administration. He/she is familiar with research, principles and standards in the following areas:

Personnel Management -- Development and Evaluation, Labor Relations

Finance -- Budgeting and Control

Purchasing -- Food and Equipment

Nutrition -- Food Service

Environmental Control -- (Sanitation, Safety, Layout, Utility)

Knowledge	Application
1. Complete inability to do above.	1. Complete inability to do above.
2. Ability to identify 1 or 2 of above areas.	2. Ability to implement 1 or 2 of the areas above.
3. Ability to identify 3 of above areas.	3. Ability to implement 3 of the above areas.
4. Ability to identify 4 of above areas.	4. Ability to implement 4 of the areas above.
5. Ability to identify all of above areas.	5. Ability to implement all of the above areas.

I. LEADERSHIP OBJECTIVE

The desired leadership qualities identified for the Infants and Toddlers Program revolve around three central ideas: leadership as related to self as a growing person; leadership as related to the human service delivery system; and leadership as related to the task. Our view of these three themes is that they formulate intersecting sets rather than implying a hierarchy and serve as prerequisites for making an effective impact on the field.

As related to self:

Self-motivated, self-learner; Continued ability to assess self effectively

As related to human service delivery system:

Ability to work effectively with others--empathetic interpersonal relationships, supportiveness; Takes responsibility for the learning of others; Appropriate assertiveness--ability to integrate, synthesize, and apply as well as to make hard decisions; Is an effective agent of change in the field settings and within the program

As related to task:

Appropriate Planning/Organization/Control; Ability to identify and utilize appropriate resources; Effective task orientation.

Knowledge	Application
1. Complete inability to do above.	1. Complete inability to do above.
2. Ability to assess only part of the problem (e.g., self, delivery system, but cannot predict outcomes).	2. Ability to implement needed changes in only part of the areas above.
3. Ability to assess the problem, plan for potential inputs and predict outcomes.	3. Ability to implement plan but lacks refinement.
4. Ability to do above as stated.	4. Ability to do above as stated.
5. Ability to formulate viable contingency plans for unexpected outcomes.	5. Ability to implement plan.

References

1. Davis, Howard R. Four ways to goal attainment: An overview. Evaluation (Vol. 1, No. 2), 1973, pp. 43-48+.

2. Stelmachers, Zigfrids T., Lund, Sander H., & Meade, Charles J. Hennepin County Crisis Intervention Center: Evaluation of its effectiveness. Evaluation (Vol. 1, No. 1), Fall, 1972, pp. 61-65.

APPENDIX G

COURSE MATERIALS FOR

PSYCHOLOGICAL RESEARCH IN INFANCY

SCHOOL OF EDUCATION, HEALTH, NURSING,
AND ARTS PROFESSIONS

Department of Educational Psychology

E35.2115 Psychological Research in Infancy

Required Books and Readings:

1. T. G. R. Bower: A Primer of Infant Development.
2. M. Lewis (Ed.): Origins of Intelligence.
3. M. Rutter: Maternal Deprivation, Reassessed.
4. N. Finkelstein, et al.: The influence of daycare on social behaviors towards peers and adults.
5. M. Lamb: The effects of ecological variables on parent-infant interaction.
6. F. Pedersen, et al.: Approach to understanding linkages between parent-infant and spouse relationships.
7. D. Powell: Coordination of preschool socialization: Parent-caregiver relationships in daycare settings.
8. M. Weinraub, J. Brooks, & M. Lewis: The social network: A reconsideration of the concept of attachment.

Recommended Supplementary Readings:

1. M. Lewis (Ed.): Interaction, Conversation, and Development of Language. Wiley, 1977.
2. E. Rexford, L. Sander, & T. Shapiro: Infant Psychiatry. Yale University Press, 1976.
3. J. Bowlby: Attachment, Vol. I. Basic Books (paperback ed. may be available from another publisher).
4. M. Lewis & L. Rosenblum (Eds.): The Effect of the Infant on its Caregiver. Wiley, 1974.
5. V. Denenberg (Ed.): Education of the Infant and Young Child. Academic Press, 1970.
6. H. Schaffer (Ed.): The Origins of Human Social Relations. Academic Press, 1971.

In addition, journal articles will be suggested throughout the semester.

Course Requirements

You will receive early in the semester six to eight essay questions; four of these will be selected at the end of the semester as your final exam. You are encouraged to prepare for these essays throughout the semester, and most, if not all, of the issues included in the questions will be discussed at one time or another in class.

Infant/toddler observation projects will be selected in the areas of learning, sensory development, perceptual habituation, vocalization responsiveness,

motor development, smiling responsiveness, object concept, spatial relations, sex differences in behavior, stranger vs. familiar figure reactiveness, etc. These observational projects will be very briefly presented in class beginning mid-semester. A detailed write-up will be due January 2. A sign-up sheet will be passed around for scheduling a date for your presentation.

Approximate Topic Schedule

September 19: Introduction, prenatal development; the effect of the maternal environment, including stress experiences, on fetal development.
Read: Chaps. 1-2 in Bower; Essay #8 in Lewis book.

September 26: Constitutional and gender influences on early sensory-motor development; perceptual development.
Read: Chap. 3, 5 in Bower; Essay #5 in Lewis book.
Film: Birth and first 15 minutes.

October 3: Perceptual development continued.
Read: Chap. 6 in Bower; Essay #12 in Lewis book.
Film: Learning to learn in infancy.

October 10: Cognitive development.
Read: Essay #11 in Lewis book; Chap. 7 in Bower.

October 17: Cognitive development continued.
Read: Chap. 8 in Bower; skim Essay #9 in Lewis book.
Film: Infancy.

October 24: Language acquisition, including prelinguistic development.
Read: Chap. 4 in Bower.

October 31: Attachment theories and development: Psychoanalytic approach, learning theory, and ethology (e.g., Bowlby).
Read: Weinraub essay; Chap. 9 in Bower.

November 7: Attachment development continued.
Read: Lamb essay; Pedersen essay.

November 14: Attachment research: Infant exploration, individual differences, cross-cultural research, prominent environmental influences.
Read: Yogman, et al.: Development of infant social interaction with fathers; Finkelstein essay.

November 21: Emerging concept of self: Erikson's psycho-social stages; the psychological functions of imitation and identification in self-development.
Read: Powell essay.
Film: Rock-a-bye-baby.

November 28: Extra-familial care and development.
Read: First half of Rutter's book.

December 5: Maternal deprivation.
Read: Finish Rutter book.
Film: Daycare for a Kibbutz toddler.

December 12: Deviations in the development of the self (e.g., autism); abnormalities of social-emotional development.
Film: Study in maternal attitudes.

January 2: Observational project write-up due.

January 9: Final exam due.

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Final Exam Questions

A selection from the following list of essay questions will constitute your final examination. These topics are covered in your reading and/or in class. You are advised to prepare outlines for all of the questions below:

1. Discuss the course of prenatal development (conception through birth), including common sources of adverse influence on prenatal development.

2. Review language development in the sensory-motor period. Give examples.

3. Why is the development of attachment (bonding) so important in infancy?

4. What is the presumed impact of maternal deprivation on infant development? What sorts of empirical findings have either challenged or modified "the presumed impact?"

5. What are the perceptual capacities of the neonate? How do you test for their functioning?

6. What are the cognitive-perceptual parameters of stranger anxiety?

7. What facilitates infant exploration and why?

8. Review the stages of sensory-motor development. Use examples illustrative of each stage.

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Sample of Handout

Genetic Influences, Prenatal Development, and Early Infancy

I. Interaction of heredity and environment

A. Cannot evaluate how much each contributes to a particular psychological event--act in unison.
B. Specific psychological traits, attitudes, preferences, etc. may be genetically affected insofar as heredity helps produce biologically the kind of individual who is "doing the learning" through interaction with particular objects and persons of his environment. Ex. Heredity plays a role in influencing person to become a heavyweight boxer or a jockey through its contribution to determining a person's height and weight.
C. Genetic differences may lead to differences in preferred reactions to the same situation (e.g., extroversion-introversion dimension).
D. Sex differences that seem to have strong genetic component:
1. Females have more stable development, boys more variable (e.g., eruption of first tooth has narrower age range for girls than for boys).

II. Pre-natal development

A. Maternal - fetus relationship
1. No direct neural connections between maternal and fetal nervous systems: only chemicals can cross placental barrier.
(a) maternal emotional arousal: adrenaline in blood passed to fetus
(b) passive immunity to many infections
(c) alcohol, nicotine, maybe caffeine, and many other drugs are passed through to fetus; whether their effect is transcient or permanent depends on the drug and the amount and frequency of its intake.
2. Age of mother - optimal for pregnancy between 23-29.
3. Nutrition of mother - fetus obtains its nutritional requirements prior to the mother and draws upon her storages (note tooth decay in mother as fetus draws on her calcium intake).
(a) nutritionally deficient mothers had more frequently miscarriages, anoxia of infant at birth, premature births, longer labor, etc., and infant showed more difficulties too.
4. Stress in mother: adrenaline from adrenals, acetylcholine and epinephrine from autonomic nervous system are released in blood stream as well as cell metabolism altering when mother under stress.
(a) research indicates that pregnancy's effect on the body is similar to people undergoing stress, therefore, critical that the mother isn't subjected to prolonged additonal stress during pregnancy.

(b) fetus increases bodily movement several 100% while mother's undergoing stress.
(c) extreme anxiety and stress may predispose mother for more difficult labor with implications for toxemia and anoxia in infant.
(1) consider planned vs. unplanned and maybe unwanted pregnancy.

B. Social status
1. Problems associated with pregnancy have 3-4 times greater frequency in lower class (stress, nutrition, etc.).
2. Research suggests infant with prenatal or delivery problems has greater probability of showing defective intellectual performance. Since low SES has higher frequency of problems, low SES child also has greater probability of retarded intellectual performance.

III. The young infant

A. Birth of infant creates two new, basic changes in his functioning:
1. States of imbalance or deprivation (to be dealt with homeostatically, etc.).
2. Experiential/environmental variety force infant to direct his perception and reactions to environment.

B. Young infant's "initial equipment":
1. Hearing, seeing, smelling, and kinesthetic senses are functioning at birth; taste may take a week or so to begin to function.
2. Cerebral cortex may not be fully functional in newborn but gradually begins to assume control over perception. Brain stem governs most newborn's activity.

C. Developmental trends:
1. Cephalocaudal (head-to-foot) trend: Early appearance of head coordination, visual fixation and eye-hand coordination and the relatively late appearance of standing and walking. Upper limbs become functional before lower.
2. Proximodistal direction of motor responses from central to peripheral.
3. Trend from mass to specific activities or from large muscle to small muscle functioning.

D. Skeletal and body growth: Head and face grow more slowly than body. Bone ossification begins prenatally and continues for some bones until late adolescence. Baby's bones are softer, more pliant--disadvantage is that they are more susceptible to deformity; advantage is they are less subject to breakage. Individual differences reveal that girls tend to have earlier ossification as do blacks over whites. Broad-framed children tend to have faster rate of ossification than do narrow-framed children.

Ossification: Cartilage tissue which becomes hardened over time into bones by deposits of minerals.

Sample of Handout

MOTHER-INFANT RELATIONSHIP

I. Critical period for social attachment:
   A. "Critical period" refers to specific time interval early in life when certain experiences must be undertaken if later development is to proceed normally. The concept comes from Lorenz and other ethologists.
      1. Lorenz had chicks following him around rather than a mother hen who had been removed from the nest during the critical period (i.e., 9-13 hours after hatching).
      2. Scott, in working with dogs, found that if young pups had no human contacts after 3 weeks of age and for several weeks thereafter, they remain untamed or "wild": critical period between 3 and 7 weeks for establishing social contact with humans (i.e., other species) and perhaps for other species, i.e., kittens and pups reared together?
   B. Critical period in humans may be the first year or from about 3 months-12 months.
      1. Signs of social attachment in infant are clearly recognizable between 6-9 months when infant shows distress when familiar person leaves room or when stranger tries to handle him.
      2. Erikson talks about this period as one in which a fundamental feeling tone about the social world develops: basic trust, the feeling that the social world is reliable, and one's needs will be met.
      3. Basic trust presumably develops in response to normal caring of baby on an unconditional acceptance basis.

         In absence of unconditional acceptance and care, young child develops mistrust; the world is a dangerous, fearful, and unreliable place, which undermines all later attempts to establish interpersonal relationships.
   C. Infant undifferentiation:
      1. Intellectual (cognitive) and affective functions are not differentiated in infancy as in later childhood and especially in adulthood. Anything which affects affective equilibrium in a young child affects his cognitive equilibrium. For the adult severe neurosis may only slightly dampen his cognitive skills. But for the young growing child whose cognitive capacities are in the process of development, (strong) emotional disturbance can be catastrophic.
      2. In infancy social/emotional deprivation is equally intellectual deprivation.

II. Nature and quality of social stimulation:

A. Maternal behavior and child behavior and I.Q.:

1. Over 18 years (Berk. Growth Study) maternal warmth-coldness was studied in relation to sex of child, I.Q., and emotional adjustment of child. Results: "Hostile mothers have sons who score high in intelligence in the first year or so but have low I.Q.s from age 4-18 years. The highly intelligent boys, in addition to having loving mothers, were characteristically happy, inactive, and slow babies who grew into friendly, intellectually alert boys and later well-adjusted, extroverted adolescents. The girls who had loving, controlling mothers were happy, responsive babies who earned high mental scores. However, after 3 years, the girls' intelligence scores show little relation to either maternal or child behavior variables, with the exception of negative correlations with maternal intrusiveness. The girls' childhood I.Q.s are correlated primarily with education of the parents and with estimates of the mother's I.Q." (Bayley, 1964, p. 71)
2. Results above suggest that environment affects boys' developing mental capacities but less so than girls' developing mental capacities. This study may be yet another instance of stability (less variability) in girls than in boys. Some might interpret it as another aspect of the proverbial hardiness of females; others, as another instance of the greater flexibility and hence modifiability of males. It may also be related to why there are many more boys in learning disabilities classes than girls.

B. Parental control and I.Q. (Kagan, Fels Inst.):

1. Parental control has to do with restriction, coercion, protectiveness, criticism, acceptance, and affection.
2. Maternal justification (i.e., explanation) of discipline and criticism was positively correlated with higher I.Q.s in boys and girls ages 4-7 with maternal education held constant.
3. Maternal intrusiveness or high control had correlations with high I.Q. in boys and girls.

Infant's Smile and Maternal Relationship

1. Smile can appear very early--at birth--but it is typically around 3-4 months that the human face directly elicits the smile.
2. Infant's tendency to smile a lot or little has effect on mother: smile is interpreted as happiness/contentment and by inference, that she is a good, effective mother. If her infant is an infrequent smiler, she may begin to doubt her competence. Mother behaves as if infant's smile is her reinforcement. Frequent smiling babies may elicit more approach behavior from mother.
3. Individual differences in smiling: frequency can be enhanced by frequent exposure of child to smiling face, but basic tendency toward frequency of smiling appears to be unlearned.

   Infant boys who smile a lot tend to be fatter than less smiling boys who were often short and wiry.

Research Findings with Implications for Institutional Practice

1. B. White's research on handling and vision: day 6-36 nurses handled infants 20 minutes extra/day. These infants were visually more attentive than non-additionally handled infants--implications for exploratory behavior.
2. B. White's research on greatly enriched environment (extra handling, increased color and contour, exposure to view of room, etc.): at first seemed to overwhelm infants, but about 4 weeks later infants' visual attention increased sharply as did attempts at coordinated eye-grasp movements. These infants completed such coordination within a month while controls required 3 months for such integration.
3. Robert Fantz's research on attention and novel vs. familiar patterns: infants over 2 months show decrease in attending to a repeated stimulus as it becomes more "familiar" and shows increase to novel stimulus.

Sample of Handout

INFANT DEVELOPMENT: PERCEPTION AND ATTENTIONAL PROCESSES

Visual Perceptual Development

1. Pupillary reflex: functional at birth, therefore, infant is sensitive to different light intensities.
2. Visual pursuit movements: infant can follow moving light indicating eye muscles are sufficiently coordinated to track stimuli.
3. Convergence: essential for depth perception and fixation; appears to be absent at birth and develops by 7-8 weeks.
4. Accommodation: in the first month infant does not make any adjustment to objects at varying distances from his eyes--seems to have fixed focus at about 8 inches from his face. By 4 months his ability to accommodate is comparable to an adult.

The newborn responds visually to movement, differences in light intensity and contour (black line on light background). Newborn focuses on contour rather than other parts of the field.

For the older infant (4 months) meaning and discrepancy are key determinants of visual attending. Infants will attend longer to faces than to equally complex figures. Infants will also attend longer to moderately discrepant figures (e.g., misplaced eyes in a face) than to high contrast abstract figures.

Pattern appears to be more commanding of attention than color (habituation rate slowed if pattern change introduced but not slowed if color simply changed).

At the end of the first year, the child appears to begin to "make guesses" about why things happen. That is, the child seems to begin to make "hypotheses" about the nature of events. Obviously, such "hypotheses" are on a very simple level and tied very much to the young child's own body actions.

Visual localization: this is considerably more complex than olfactory or auditory for both horizontal and vertical planes are present as well as depth. Not a lot of research available, but infants do show defensive reaction when object is approaching them from straight-ahead position toward the head. But if object is to the side (miss-path), infants do not respond with defensive reaction (1st week of life).

Depth perception: do infants learn to perceive depth or is it innate? Not clear which is responsible, probably both.

Prior to 10 weeks infants look equally long at two dimensional circle and same sized sphere. After 10 weeks they attend longer to sphere. Similarly for color picture of a face and actual face of a person, but at 3 months infant will smile and vocalize more to the actual face than to picture.

Visual "cliff" experiment: crawling babies would not cross over the glass; non-crawling babies showed marked decrease in heart rate indicating attention.

Some lower-order mammals who are mobile immediately after birth will not cross visual cliff.

Hearing: babies of 1 month could distinguish between pah and bah: infants would resume reinforced rate of sucking when second syllable was heard. Infants are apparently capable of detecting subtle differences among words spoken to them.

Frequency differences: low pitch increase motor behavior if child is alert but not distressed. If child is distressed, low pitch will soothe child. High pitch results in a "freeze" reaction or alerting reaction.

Duration (5-15 seconds is optimal), rise time (less than 2 seconds rise time for maximal loudness creates startle or defensive reaction; longer rise time creates visual search), and rhythmicity (newborns are soothed more readily by rhythmic sounds, preferably of low (pitch) frequency) are all relevant dimensions of sound for assessing infants' auditory perception.

Auditory localization: locating a sound is similar in principle to olfactory localization: sound waves come to the two ears at slightly different time intervals. Even as adults when we try to locate a sound's source, we may spontaneously turn and tilt our head in different directions to pick up this time difference more accurately. Since the distance between the ears for an infant is ½ that of an adult, accuracy is somewhat affected, and probably auditory localization accuracy improves with motor coordination and development.

Localization of olfactory sources: newborns can successfully turn away from odorous substances; thus, the capacity to locate position on the basis of olfactory time differences is probably innate. (Molecules reach the two nostrils at slightly different time intervals.)

Locomotion:
Sitting--by 9 months most babies can sit alone for 10 minutes.
Crawling--median age of 10 months infants can crawl.
Walking--beginning with standing while holding onto furniture (ca. 10½ months) to walking alone (ca. 14 months). Practice can accelerate this development somewhat and physical restriction can retard it.

Burton White's research: Eye-hand-grasp development

At 1 month infant looks at object; at 2½ months he begins to "swipe" at it; at 4 months infant alternates his glance between hand and object; and by

5 months he can reach for the object and grasp it. This sequence is both maturational and learned. If there are no objects to be reached for, this coordination is slow to develop. Children with high availability of objects show the sequence by 4 months.

B. White provided an enriched environment for one group of babies. In the first 5 weeks these "enriched" infants were more irritable and fussy than the nonenriched ones. But by 3 months they were clearly ahead in the development of the sequence.

Sleep: newborns spend average 80% of their time asleep; 1-year olds spend 50% of their time asleep. Big individual differences too.

Feeding: newborn on self-demand takes on the average 7-8 feedings/day. By 1 month reduces to 4-5/day.

Individual differences--congenital--3 main "style" differences: (1) degree of spontaneous motor activity, (2) irritability, and (3) passivity.

Attentional Processes

I. In the newborn period and for several weeks thereafter, those stimuli that elicit visual or auditory attention may be thought of as releaser stimuli which are innate.
   A. high dark-light contrast
   B. movement--elicits tracking
   C. complexity
   D. meaning and discrepancy/familiarity become increasingly powerful attention-commanders as infants get older: implies cerebral cortex influence via memory functioning (i.e., before 8 weeks infants do not habituate within 16 presentations).

II. Attention in the newborn may be organized in a single-unit, successive fashion.

Infant learning: what is critical in order to demonstrate "infant learning" is a relatively swiftly changing contingency schedule of reinforcement. The infant appears to habituate rapidly, and the reinforcement per ce appears to become ineffective. The infant appears most motivated to learn if he is engaged in an active problem-solving approach (i.e., "I did something that made that buzzer go on....Oh, I turn my head to the left to get the buzzer....But what is this, a bell when I turn to the right? Aha!...habituation and boredom....What! I turned left, and the bell went on and not the buzzer! Wonder what will happen if I turn right?...Now, I get the buzzer"....habituation results and no more head-turning occurs). This conditioning example including reversal shift was successful with day-old babies who apparently had all the necessary sensory discrimination responses available to them.. These capacities have developed without the benefit of learning (i.e., without the infant experiencing the consequences of his actions) apparently in the intra-uterine environment.

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Sample of Handout

SENSORIMOTOR INTELLECTUAL DEVELOPMENT

Stage Age	Title	Schema Development	New Skills	Limitations	Overview
1 0-1 mo.	The use of reflexes.	Primary, i.e., independent schemas; congenitally organized.	Slight modification of primary schemas in response to the environment.	Assimilation and accommodation are almost undifferentiated.	Focus is on expectancies and using schemas; habit dominates new observations; behavior is conservative, repetition oriented, and primarily assimilatory.
2 1-4 mo.	The first acquired adaptations and the primary circular reaction.	Coordination of primary schemas into secondary schemas.	Coordinations lead to new results which are repeated and modified.	Coordinations are simple and center about the infant's body; new results occur fortuitously.	
3 4-8 mo.	The seondary circular reactions and the procedures destined to make interesting sights last.	Coordination of secondary schemas (motor habits and perceptions into expectations).	Coordinations are extended to objects in the environment; beginning intention, examining behavior.	A new result is still only come upon fortuitously and applied only to same situation.	

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SENSORIMOTOR INTELLECTUAL DEVELOPMENT (CONT.)

Stage Age	Title	Schema Development	New Skills	Limitations	Overview
4 8-12 mo.	The coordination of secondary (schemas) and their application to new situations.	Coordination of secondary schemas for preconceived goals (intentional behavior).	Schemas become reversible, mobile; coordination of means and ends in each new situation.	The means used are derived only from known schemas of assimilation.	Focus in on intentionally differentiating schemas according to object; new observations dominate habit; behavior is primarily accommodatory.
5 12-18 mo.	The tertiary circular reactions and the discovery of new means through active experimentation.	Elaboration of secondary schema coordination; primitive induction (inference).	The search for new means by differentiation from schemas already known.	New means are found only by external or physical active groping.	
6 18-24 mo.	The inventions of new means through mental combinations.	Internalization of schemas as schemata; primitive deduction; beginning representation.	New means are invented by mental combinations which culminate in sudden comprehension.	All the sensorimotor abilities are limited to objects directly perceived.	

Figure 1 The traditional view of the development of the intercoordination of schemas, as originally set forth by PIAGET (1936, pp. 382-384) and reiterated by FLAVELL (1963, pp. 85-121), GINSBURG and OPPER (1969, pp. 20-73), and PIAGET and INHELDER (1966, pp. 4-12). See also HUNT (1965).

Sample of Handout

OVERVIEW OF THEORETICAL POSITIONS ON LANGUAGE DEVELOPMENT
GENERAL CHARACTERISTICS

Behaviorist	Cultural Relativist-Determinist	Interactionist	Preformationist-Predeterminist
1. Environmental orientation.	1. Environmental orientation--less emphatic than behaviorists.	1. Developmental orientation.	1. Hereditary orientation.
2. All learning is based on a few basic principles.	2. Theory and methods borrowed from anthropology.	2. Rooted in European psychological and developmental thought.	2. Concern with generative linguistics Distinction between deep and surface structure. Determination of ways sentences are formed and related to one another. Analysis of linguistic transformation.
3. Language development is part of a universal learning system. Anything that learns, learns the same way. Anything that anyone learns, is learned the same way.	3. Influence of culture on language and influence of language on thought.	3. Concern with development of perceptions and relation between language and cognition. Growth and development take place through organism's adaptation to environment and organization of conceptual schemes. Language part of general scheme of human development.	3. Emphasis on similarity of languages.

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OVERVIEW OF THEORETICAL POSITIONS ON LANGUAGE DEVELOPMENT
GENERAL CHARACTERISTICS (CONT.)

Behaviorist	Cultural Relativist-Determinist	Interactionist	Preformationist-Predeterminist
4. Language mechanisms are simple. Stimulus-response. Operant behavior.	4. Different cultures, languages, and societies are unique. Kinds of verbal responses that compose language differ for each linguistic system.	4. Continuous interaction between hereditary structure of organism and input from environment.	4. Goal of language study is development of language theory.
5. Language is an acquired function. Only innate aspect is ability to deal with stimulus-response. Shared with all other creatures.	5. Individual contributes little to his own linguistic and perceptual development.	5. Concern with linguistic ontogeny. Language develops as child passes through endogenously motivated stages. Language develops along with capacity for logical thought.	5. Linguistic structuring and acquisition is innate.
6. Interest in language as an observable behavior.	6. No biological predisposition for language acquisition.	6. Belief that language and thought influence and reflect each other.	6. Concern with question of internalized competence. Syntactic structures. Biological foundations.

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Sample of Student Work

Observation Project

Man is naturally a social animal; in the early months of life, the strongest response-provoking stimulus is the human face (Bower, 1977). Knowledge of an infant's early social network, beyond the mother/child relationship, is seriously lacking (Freud and Dann, 1954; Weinraub, Brooks, and Lewis, 1975). The increasing numbers of working mothers has resulted in more children being placed in day care settings. Investigation into the development of infant social relationships is necessary in order to provide an environment in which young children can feel secure, develop their social competencies, and concurrently, expand their cognitive development. The quality of infant peer interaction in the first two years of life required understanding in terms of such variables as the effect of exposure to age-mates from infancy, adult management techniques, length of play periods, selection of toys, as well as group size.

Recently there has been a renewed interest in early peer relations after an investigative lapse of forty years. Much of the 1930's research dealt with institutionalized populations and presented the infant as generally asocial and unable to relate to peers. Parten's (1932) study involved nursery school children in natural free play situations but indicated infrequent social interactions among the two-year-olds; their play being mainly solitary. Rubin, Maioni, and Hornung (1976) refute Parten's interpretations of sequential play categories ranging from unoccupied behavior, solitary play, onlooker behavior, parallel play, associate play to cooperative play. Their data indicate that children in solitary pursuits are engaged in constructuve goal-directed activities 50% of the time. Rubin, et al, conclude solitary play is more mature than parallel play. Studies in the last several years concur that children in the first two years of life do initiate contact with and respond to age-mates. Infants as young as nine months have been observed spontaneously sharing and by twelve months actively involved in partner play with adults, siblings, and peers (Rheingold, Hay, and West, 1976). Infants' ability to initiate contact seems to exceed their ability to make a social response (Durfee and Lee, 1973; Bronson, 1975). The majority of recent studies involve children in laboratory settings interacting in pairs or groups with unfamiliar age-mates in the presence of their mothers (Bronson, 1975; Eckerman, Whatley, and Kutz, 1975; Lewis, Young, Brooks, and Michalson, 1975; Young and Lewis, 1977). Full-time day care children matched with unfamiliar home-reared peers spent more time away from the familiar caretaker, exploring the environment, playing with toys. All the studies matching pairs of unfamiliar infants reveal more positive than negative social interactions. In comparisons of infants with familiar and unfamiliar peers, more interaction and an increase of prosocial behaviors was found between familiar peers (Lewis, et al, 1975). Dragsten and Lee (1973) reveal a behavior difference between day care and experimental setting involving matched pairs of day care and unfamiliar home-

reared children. The more prosocial day care children engaged in significantly more distal watching of the strange child in the laboratory. To date the research concerning the existence of early peer interaction is conclusive, but knowledge for practical application in group settings is needed, particularly in the area of facilitating the development of prosocial interaction.

The present observational study was designed to assess infant peer relationships within a day care setting. Children were observed interacting in pairs and in their classroom group of eight children with their two regualr caregivers. It was predicted that children between the ages of ten and eighteen months are better able to develop social behaviors in dyadic relationships than in large groups. Interactive behaviors were counted categorically in order to analyze what type of behaviors are predominate in dyadic as compared to group situations.

SAMPLE

Children observed in the paired groupings all came from the Group II classroom. However, the make-up of Group II changed during the observation period. A, B, and C moved to an older group. D, E, and F were at various stages of transferal from the infant group to Group II. Three other members of Group II were excluded from the paired observations. Two children had older siblings, and one child's social, motor, and cognitive behavior was delayed.

Four girls and six boys, between 10 and 18 months of age, all first borns, all paying the private fees which indicates a similar SES, and all in day care for at least six months were observed.

SETTING

Paired children were observed in a large television room containing a beanbag chair, a child-sized rocker, television, lock board, and several child-height posters. A plastic bucket filled with ten individual pop beads was placed in the center of the floor. Group observations were done in the children's own classroom. All observations took place in the morning between 9:30 and 10:30 A.M.

PROCEDURE

Toys were placed in the center of the test setting for the paired observations. The children were brought into the room and told, "Here are some toys for you." The observer was known to all the children having worked as a caregiver in the large group two days a week for a period of two months. For all test situations the observer sat in one corner of the room and

limited responsivity to nodding the head, saying "thank you" for objects given, and preventing one child from harming another in the dyadic situations. The two regular caregivers intervened when necessary during the group observations.

All interactions were counted according to the prescribed categories. The results of the behavior analysis include the number of times a behavior occurred and percentage of occurrences in relation to the total interactive behaviors. The nine pairs of children and the two group observations each lasted fifteen minutes.

INSTRUMENT

The behavior categories are based on the tables developed by Lewis, Young, Brooks, and Michalson (1975), but their methodology of timing behaviors was not duplicated. The category of looking was eliminated as not constituting a valid interactive behavior. The categories were confined to proximal interactions and imitative behaviors. The vocalizations coded were all imitative speech sounds or laughter; monologues were not included. The categories of verbal and touch interaction with observer and caregiver were utilized to assess possible differences in behavior toward familiar adults.

RESULTS

Imitative vocalizing was the most predominate interaction between pairs of infants with 24.1% of the interchanges falling into this category (see Table I). Prosocial behaviors, offer toy (10.7%) and share toy (17.1%) and two incidences of a hug kiss, were observed. 8.6% of the interactions involved imitative actions, and 8.5% involved playing recognizable games such as hide-and-seek, follow-the-leader. In the nine observations of paired infants, the observer was touched or handed a toy six times and spoken to directly once. Looking was not a coded behavior, but the pairs of children did make eye contact with the observer seemingly in order to get an expected response such as approval, diapproval, or laughter.

The group observations (see Table II) revealed a lower occurrence of all categories of interactions. The most frequent behavior was touching the two caregivers. Since this category predominated, the coding should have been further refined to reflect the type of touching interaction. In both group observations there was always one child in each caregiver's lap. The other touching behavior stemmed mainly from frustration at not being in the caregivers' laps. Verbal interactions with caregivers included three instances of crying for help in getting out of the doll's bed. A total of 32.7% of all the group interactions were directed to the caregivers and observer. Aggressive interaction take 12.1%, and resist take 10.3% occurred twice as frequently as prosocial behaviors, offer toy (1.7%) and share toy (8.6%).

The most significant difference in the behaviors of the children in dyadic and group situations was observed in the attention sought from the adults in the group situation, which corresponds to Jones (1972), and the general low interaction among group infants. The amount of imitative vocal behavior (6.9% group and 24.1% dyadic) and imitative gesturing (5.2% group and 8.6% dyadic) indicate that the paired situation may promote the development of imitative behavior as well as comparison of self with others.

DISCUSSION

In summary, the small sample of infant peer relationships observed in this study points toward more frequent and more positive interactions occurring in dyadic situations. Bettleheim (1969) and Spiro (1975) discuss the intense emotional attachment of Kibbutz infants to crib-mates in their first year of life, and Bower (1977) discusses the early intense bonding of twins. These attachments represent dyadic fusion which is not transferable to early group attachment behavior. Kibbutz infants ages ten to eighteen months old in groups of eight to ten interacted with significantly higher incidences of aggressive as compared to incidences of cooperative behavior (Spiro, 1954). Bronson (1975) found more negative than positive interaction in her groupings of three to four unfamiliar peers with their mothers present. In a paper presented at the Society for Research in Child Development, Vandell and Muella (1977) concluded that the six boys observed in a play group and in pairs for six months handled the dyadic situation better in terms of the frequency, duration, and complexity of interaction.

It appears from the limited research that for young children with newly emerging locomotive, verbal, and social skills dyadic relationships are preferable to group interactions. Children in small groupings of four to five may be able to interact constructively if adult management techniques facilitate such development. Some guidelines are discussed in Chauncey's (1969) review of Russian day care facilities. Infants learn social behaviors differentially from both adult and peer models although adults must provide guidance in the formation of early social relationships (Moore, 1977; Mussen and Eisenberg-Berg, 1977). Since group care of infants is increasing, research in the field of child-child and familiar adult-child relationships must continue.

PRACTICAL APPLICATIONS

The data on peer interaction suggest that in group care situations, an effort should be made to limit group size for the 10- to 18-month infants. The day care setting in which the observation took place provides two caretakers and a grandmother volunteer for the group of eight children. This staff could be utilized in structuring two smaller groups of children who would rotate activities. The grandmother position would be that of a floater between groups who could also substitute for the caregivers' breaks and absences. The entire program for this age group would have to be carefully planned around categories and duration of experiences. One group of four

could be in the classroom, the other group of four could be in the hallway; one group finger-painting in the dining room, the other group participating in water play at the sinks. This age group never goes out to the roof for play. They could be taken out all together for the roof area is large enough to allow exercise of locomotive skills, activities for social interaction with adequate space to move away if the interaction becomes overwhelming or interest is lost. It is understood that no child should feel compelled to participate in the suggested activities, but the child would stay within the physical area.

The speculation arises that children in groups of four with one caregiver might feel more secure in the realization that there is one person who will respond to their needs. This caregiver could be replaced temporarily by the grandmother or a student teacher. Even in the caregiver's absence, the children would be secure in knowing which person to address for their needs. The caregiver might also be more sensitive to the needs of four specific children than to a group of eight. The proximity-seeking behavior elicited from caregivers might lessen in intensity. Vying for the caregiver's attention appears to be less frequent when the children are in the hallway with more space to move.

In conclusion, my immediate recommendations call for restructuring of the large group into two small groups, making use of a variety of spaces within the center, and encouraging the staff to provide different brief activities which would enhance the motor, social, and cognitive development of the children in their care.

INTERACTIVE BEHAVIORS BETWEEN PAIRS OF INFANTS

Table I

Behaviors	# of Occurrences	% of Total	Definitions
PROXIMAL			
Touch	12	6.4	Hand or toy placed nonforcefully on peer.
Push-pull	7	3.7	Forceful extension and/or retraction of arm(s) with contact of peer.
Stike/bite	8	4.3	Forceful arm movement contacting peer. Bite or attempt to bite peer.
Affection	2	2.1	Hug with one or both arms, kiss.
Interaction with observer--touch	6	3.2	Touching observer, handing a toy to observer.
DISTAL			
Vocalizations	45	24.1	Imitative vocal sounds, includes laughter.
Duplicate gestures	16	8.6	Immediate duplication of specific motor action.
Vocal interaction with observer	1	1.5	Speaking directly to observer.
PLAY			
Offer toy	22	10.7	Object held out to peer, includes give, show.
Share toy	32	17.1	Hand nonforcefully placed on object concurrently contacted by peer, includes accept.
Take	11	5.9	(Attempt) removal of nonoffered object by extending and retracting arm(s).
Resist take	9	4.8	Forceful hand and/or arm movement to (try to) stop peer's apparent take.
Game play	16	8.5	Peek-a-boo, lead-chase, hide-and-seek, follow-the-leader.

--Total interactive behavior--187 in nine 15-minute periods.

--Categories and descriptions of behaviors are based on Lewis, Young, Brooks, and Michalson, 1975.

--Percentages to the nearest tenth of a percent.

GROUP OBSERVATIONS OF EIGHT INFANTS AND TWO CAREGIVERS

Table II

Behaviors	# of Interactions	% of Total
PROXIMAL		
Touch	3	5.2
Push-pull	4	6.9
Strike/bite	4	6.9
Affection	0	0.0
Interaction with caregiver (touch)	10	17.2
Interaction with observer (touch)	2	3.4
DISTAL		
Interaction with observer (verbal)	3	5.2
Interaction with caregiver (verbal)	4	6.9
Vocalizations	4	6.9
Duplicate gestures	3	5.2
PLAY		
Offer toy	1	1.7
Share toy	5	8.6
Take	7	12.1
Resist take	6	10.3
Game play	2	3.4
TOTAL	58	100.0

--Two 15-minute segments equal 30 minutes.

--Percentages to the nearest tenth of a percent.

--The observer sat in a corner of the classroom during the observation period.

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E35.2115 Psychological Research in Infancy

Sample of Student Work

Question 4. What is the presumed impact of maternal deprivation on infant development? What sorts of empirical findings have either challenged or modified "the presumed impact?"

It has been over twenty years since Bowlby (Rutter, 1975) popularized the term "maternal deprivation" in the process of exposing the inadequate mothering care infants and children received in residential institutions. Later he wrote that "mother love" in infancy and childhood is as important for mental health as are vitamins and proteins for physical health (Bowlby, 1966, p. 158). Furthermore, he asserted that any individual who suffers from a psychiatric problem also experiences difficulties in establishing relationships. It is most likely, according to Bowlby, that these problems stem from an inadequate attachment formation with the mother (Rutter, 1975).

The concept of "maternal deprivation" typically includes four types of deprivation: 1) institutionalization, 2) separation from a mother or mother-substitute, 3) multiple mothering, and 4) distorted mothering, meaning that the mother is rejecting or overprotective (Yarrow, 1961). It is thought that those children who experience one or more forms of deprivation will in their lifetime be intellectually retarded, delinquent in adolescence, depressed as an adult, unnaturally small in stature, plagued by acute distress in childhood, and disturbed by affectionless psychopathy (Rutter, 1975, p. 13). The personality disturbance characteristic of maternally deprived children, affectionless psychopathy, is of two types (Yarrow, 1961). One form, social apathy, describes an individual who is indifferent to social attachments. In other words, such an individual resists engaging in social interactions, lacks a significant or meaningful relationship with a caregiver or friend, and fails to make adequate social discriminations such that inappropriate responses to strangers as well as familiar people becomes habitual. The inability to respond appropriately to different kinds of emotional experiences is also typical. Bowlby further characterizes this type of person as being incapable of caring for people, deceitful, evasive, and frequently engaged in thievery (Bowlby, 1966). In psychoanalytic terms, he described the inadequate mother-child bond formation as the cause of incomplete ego and superego development leads to impulsivity, an inability to set long range goals, an incapacity to learn from past experiences, and an impairment in abstract thought as well as in the use of concepts such as time and space (Bowlby, 1966, p. 54). The second type of personality disturbance is characterized by an individual who constantly seeks affection (Yarrow, 1961). This type of disturbance is rare.

There are three specific experiences (forms of deprivation) which most highly correlate with the affectionless and psychopathic character (Bowlby, 1966). Anyone of the following forms of deprivation is capable of producing

personality disturbance: 1) the lack of any opportunity to form an attachment to a mother-figure within the first three years of life, 2) deprivation (most probably meaning separation from the mother figure) for a period of time lasting at least three to six or more months sometime during the first three to four years, and 3) changes from one mother-figure to another during the first three to four years (p. 47).

Numerous empirical findings have challenged or modified the presumed impact of maternal deprivation. The remainder of this paper will examine some of these findings as described by Rutter (1975) and attempt to determine if in fact Rutter does negate Bowlby's assertions.

Developmental retardation and more specifically intellectual retardation has been adequately demonstrated by Rutter to be a function of "privation" instead of "deprivation." Rutter cites studies by Casler; Sayegh and Dennis; White; Schaffer; Rheingold, Gewirtz, and Ross; and Brossard and Decarie which found that with increased sensory, social, and linguistic stimulation, the development quotient of infants could be increased and thus reversed. However, the important factors related to prenatal history must not be overlooked. The effects of postnatal malnutrition as well as the effects of low birth weight which in turn lowers the infant's adaptability and increases his/her vulnerability to environmental hazards can lead to intellectual retardation. Therefore, Rutter suggests that prematurity and prenatal damage, postnatal malnutrition and a lack of environmental stimulation, and not separation from the mother figure, probably causes general retarded development as well as intellectual retardation.

Since there is only a brief reference to the nature of the studies used in Rutter's manuscript, the reader is inhibited from a thoughtful examination of the factors which the studies use to negate intellectual retardation and institutionalization. Yarrow (1961), in his critique on maternal deprivation, identifies several factors related to intellectual functioning which are not examined by Rutter. Therefore, most of the studies Rutter cites fail to control for factors, some of which have been identified by Yarrow (1961), such as the amount of individualized stimulation needed in the environment to preclude as well as reverse retardation, the relative importance of linguistic stimulation compared to social and sensory stimulation as an inhibitor of intellectual development, the relationship between age of institutionalization and retardation, the connection between constitutional factors and retardation, and finally the duration of institutionalization and its effects on cognitive development in light of the amount of stimulation characteristic of that institution.

Adult depression is another characteristic assumed to be caused by maternal deprivation. Rutter suggests on the basis of one study that such depression may be caused by the death of a parent during early adolescence. Neither Rutter nor Bowlby substantiate their hypothesis regarding the cause of depression.

The failure to grow syndrome or dwarfism has been often linked with maternal deprivation and consequently to emotional deprivation. Evidence from several studies, reported by Rutter, demonstrates that nutritional privation is the significant factor in most cases of dwarfism. It is important to note that the findings are not conclusive. Apparently, many of the studies have not controlled for variables such as age; the infant's previous experiences; family conditions, e.g., mentality of mother, number of children, socioeconomic background, and short-term weight gain versus long-term weight gain.

Acute distress has been considered to be a short-term consequence of maternal deprivation. Contrary to Bowlby's description of acute distress, Rutter suggests that if a person to whom the child is attached is present during separation, then distress is reduced. Furthermore, the object of attachment need not be the mother. Rutter points out the importance of a child forming a bond to several people. Fortunately, Rutter recognizes that his interpretation of one-bond disruption in relation to distress is conjecture as evidence supporting his position as well as Bowlby's hypothesis is lacking.

According to Bowlby, delinquent and affectionless psychopathy are two long-term disturbances associated with maternal deprivation in terms of multiple separation experiences and institutionalization. Rutter acknowledges the major limitations of studies which equate delinquency with multiple separations. These limitations concern the unfortunate practice of most studies to overlook the differences between types of separation, the conditions and experiences of the child pre- and post-separation, the number of separations, and when they occurred in terms of developmental periods (Yarrow, 1961).

Instead of associating multiple separations and institutionalization with delinquency, Rutter asserts that parental discord, disharmony, and quarrelling; lack of supervision; and a deficient amount of warmth and affection are the critical factors leading to delinquency. Rutter does not differentiate normal from abnormal family discord, disharmony, and quarrelling. Furthermore, there is no indication that the number of separations was a controlled factor in Rutter's study.

It appears that Rutter accepts Bowlby's concept of affectionless psychopathy and also agrees that it is a consequence of deprivation as Bowlby identified (see page 2). Rutter seems to have qualified the conditions of deprivation somewhat by stressing the fact that affectionless psychopathy results from a failure to establish a bond. Unlike Bowlby, Rutter points out that bonding followed by separations, bonding with one or several people other than the mother, and multiple mothering as long as bond formation occurs precludes the later development of affectionless psychopathy.

Unfortunately, the evidence Rutter presents neither substantiates nor negates the three causative factors of affectionless psychopathy mentioned

by Bowlby. It is disappointing that Rutter accepted Bowlby's concept of affectionless psychopathy without a statement regarding how the diagnosis was determined. Was it based on clinical impressions, observations of overt behavior, projective drawings, or a psychodynamic assessment? It would be interesting to know if various psychologists would arrive at the same diagnosis with the same individual. The problem becomes even more complicated when an assessment is made during childhood since at this age there is no agreement as to normal behavior (Yarrow, 1961).

Rutter has raised some interesting questions regarding maternal deprivation. He has also presented an interesting perspective on the difference between deprivation and privation and maternal deprivation versus sensory deprivation. But, the effects of such situations as separation, multiple mothering, bond formation as well as lack of bond formation warrants further investigation. In the future it would be beneficial for more careful research on the interacting variables such as constitutional differences of vulnerability and sensitivities at various developmental stages and separation, multiple mothering, and the presence and absence of bond formation (Yarrow, 1961). It would be also helpful to define multiple mothering and adequate substitute mothering. Likewise, since separation has generally been examined when associated with a traumatic event, e.g., illness, hospitalization, parental rejection, and death or disability of a parent, it is important to study it under pure conditions (Yarrow, 1961). These are just a few of the many areas which need to be examined or re-examined in the attempt to understand the difference between privation and deprivation.

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E35.2115 Psychological Research in Infancy

Sample of Student Work

Question #7. What facilitates infant exploration and why?

In this section I would like to discuss unique human traits--curiousity, exploration, questioning. Hopefully man never ceases to ask "why?," but the groundwork for exploration can and should be established in infancy. I strongly believe that the first few years are crucial for the encouragement and development of a love of learning that will enable the child and adult to grow meaningfully throughout his lifetime. It is almost impossible to find a normal 8-month old who does not possess the qualities of the scientist and explorer. But unfortunately many 3- and 4-year olds have already become bored and uninterested in their world, and it surely affects their cognitive and intellectual growth.

I would like to approach the characteristics of exploration from three perspectives--the child himself, the relationship between the mother and child, and the environment per se. This is not to imply that these three areas do not interact, but I feel there are certain contributing factors that are unique to each area.

Child

Is the neonate endowed with the genetic, organic, or neurological urge to explore--to be curious? Experiments on this issue appear to be scanty, and there is no definitive answer. However in reviewing the literature, many researchers and child observers tend to agree that there is some factor innate in humans that enable and encourage them to want to learn, to explore, to be curious about their world.

K. G. Bridges in his longitudinal study of emotions during the first year of life, "suggested that the infant begins life with an undifferentiated emotion called excitement."[1] Ives Hendrich describes the infant's activity to learn as an "urge to mastery," R. W. White calls it "competence motivation," and J. Mc V. Hunt says, "exploratory behavior is a result of intrinsic motivation 'inherent in data processing and action,' and derived from the incongruity between the organism's level of adaptation and input available to its receptors."[2] Piaget's theory of equilibrium allows that "in looking

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[1]Lewis, Michael (Ed.). Origins of intelligence. New York & London: Plenum Press, 1977, p. 369.

[2]Smart, Mollie S., & Smart, Russell C. Infants. New York: Macmillan Company, 1973, p. 302.

for action, the child seems to be trying to upset his state of equilibrium. Curiousity, exploration, competence, and achievement motivation are all outgrowths of the human propensity for enjoying the process of equilibration."[3]

Whatever theoretical explanation will finally be proven correct, it is evident from observing neonate behavior that something is at work to cause the infant to get pleasure from interacting with his world. In experiments with newborns Lipsitt, Watson, Hunt, Uzgiris, Papousek among others, have all shown that the baby smiles and coos vigorously when he executes an experiment. When mastery occurs he habituates until a contingency is introduced at which time he attends and works toward mastery again all the while smiling vigorously.

> "These smiles seem to be caused by the discovery of the contingency and to manifest the pleasure that the baby feels at having successfully detected what to do to make a particular event happen. The smiling, in other words, indicates an intellectual pleasure, a pleasure at having discovered something about the causal structure of the world and pleasure at being in control of some part of the world."[4]

Perhaps we can then say that problem solving in and of itself is a motivating factor for exploratory behavior. In this sense we don't really have to search for ways to make babies learn because they want to do it for the pleasure it gives them. Even in social interaction behavior T. G. R. Bower maintains, "the activity itself seems to be very satisfying to the baby....it is not operant behavior in the sense that babies imitate their mothers in order for the mothers to do things for them. The behavior seems to be satisfying in and of itself."[5]

As cognitive processes mature, exposure and learning both contribute to exploratory behavior. Experiments by J. Kagen, B. A. Henker, and M. Lewis all show that before 6 months an infant looks longer at realistic faces, but after that time the infant shows increasing preference for distorted faces, illustrating the concept of deviation from familiar schema or preference for novelty. As the infant becomes more and more familiar with his world, he begins to show interest in the novelty of events (Piaget's 2nd sensory-motor stage) and to search for novelty (fifth sensory-motor stage). The more things the infant is familiar with and the more schema he has, the more objects and events he is able to recognize as novel and interesting....interesting defined as that which is moderately different from that which the infant recognizes as familiar.

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[3]Schaffer, H. R. (Ed.). The origins of human social relations. London & New York: Academic Press, 1971, p. 270.

[4]Bower, T. G. R. A primer of infant development. San Fransisco: W. H. Freeman & Company, 1977, p. 42.

[5]Op. Cit., Bower, P. 30.

T. Berry Brazelton feels that "the pathways for complex behavior, such as imprinting like responses, habituation to novel and familiar objects, and expectancy of familiar patterns, may be inborn."[6]

Individual differences also play an important role in exploratory behavior. As early as 2 months temperament differences, such as approach/withdrawal or active/passive characteristics, can be observed. These certainly effect how much stimulation the infant can or should receive from his environment. "When a child is only slightly inadequate to cope with experience, his feeling tone is pleasant and interesting. Growth is stimulated. When he is inadequate in dealing with the experience, the child is frightened and tries to withdraw."[7]

Mother-Child Relationship

The term "mother" is used in this section for the sake of expediency only. It is recognized that the mother may not be the primary or only attachment figure or caretaker.

I believe the mother has three important roles to perform in her relationship with the child. She must provide him with love and security so that he can develop a secure attachment; she must act as a co-experimenter so he can develop concepts about objects and people; and finally, she must motivate him to enrich and maintain his love of learning.

Harlow's experiments with monkeys and Ainsworth's and Bell's experiments with one-year old children both show that a secure and dynamic attachment with the mother facilitates exploratory behavior. The mother or attachment object operates as a secure base from which the infant can venture forth as an explorer--returning bodily, visually, or auditorily when he needs reassurance.

> "It is now commonly accepted that novelty may elicit either fear and avoidance or approach and exploration, depending both on the degree of novelty and upon the circumstances. One of the conditions which facilitates approach and exploration of the novel is the presence in reasonable but not necessarily close proximity of the mother."[8]

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[6]Lewis, Michael, & Rosenblum, L. (Eds.). The effect of the infant on its caregiver. New York, London, Sydney, Toronto: John Wiley & Sons, 1974, p. 70.

[7]Op. Cit., Smart & Smart, p. 154.

[8]Ibid., p. 270.

Selma Fraiberg describes the mother's role by saying that "love that centered first in the mother who satisfied body needs has expanded and ramified to embrace the ever-widening horizons of his world. The baby is in love with the world he has discovered through his mother's love."[9] Although this may sound quite esoteric, I strongly believe that a mother who loves her child and expresses that love by responding quickly, consistently, and intelligently by recognizing his cues, does establish a "basic trust" that encourages the infant to explore and experiment without fear or hesitation. "In colloquial terms a loving competent mother is likely to have a baby who loves her and whose sensorimoter intelligence progresses rapidly."[10]

I use the term co-experimenter to refer to the responsivity of the mother to the child in his exploration activities. Uzgiris postulates that "the infant's caretaker may play an important role in facilitating the construction of more complex actions. Many of the games played with infants have the character that the social partner performs one link in a sequence of actions, completing the organization....sensitivity to structuration being worked on by infants and willingness to fill in appropriate gaps during interactions with them forms a part of 'good mothering.'"[11]

When the baby starts to babble, the mother can increase babbling by smiling and babbling in return. When the child drops the cup over the high chair, the mother can encourage the game by returning the cup so the child can drop it again. "The goal of play activity is the mutual regulation of stimulation so as to maintain an optimal level of arousal which is affectively positive. The mother contributes by constantly altering her behavior"[12] to make sure the baby does not lost interest or become overstimulated.

This play activity with his mother allows the child the pleasure of problem solving (which I discussed earlier) to become associated with the presence of adults. "The contingency-detection game is not important to the infant because people play it; rather people become important to the infant because they play the game."[13] Thus the child's first social contract with his mother can foster another avenue of exploration--people; people who respond. Adults and other children provide the infant with models he can imitate and identify with. "The young child reproduces parts of what the model is doing and then puts the components together in fascinating new combinations."[14]

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[9]Fraiberg, Selma H. The magic years. New York: Charles Scribner & Sons, 1959.

[10]Op. Cit., Smart & Smart, p. 218.

[11]Op. Cit., Lewis, p. 152.

[12]Op. Cit., Lewis & Rosenblum, p. 210.

[13]Op. Cit., Bower, p. 46

[14]Op. Cit., Lewis & Rosenblum, p. 9.

Finally I would like to mention the extremely significant role the mother plays in motivating the child to explore. She must set up a positive climate so the child develops good self-esteem and the possibility of success. "Part of the importance of the early period comes from the fact that it produces differentials in achievement by inflicting defeat on the young of some social classes more than others, while other children build strategies based on the hope of success."[15]

The mother who is tuned in to her child and shares the excitement and joy of his accomplishments does so much to encourage further exploration. The 12- or 13-month old will try harder to walk with mother giving encouraging words, and the two-year old who builds a tall tower of blocks needs and wants mom's approval and recognition of accomplishment.

Jerome Kagen found that, "the middle-class mother unconsciously plays theme and variations with her infant. Play may be teaching the infant to be alert for suprise, to expect a transformation on a standard, or to maintain a state of alerted attentiveness towards the outside world."[16]

M. Lewis, in his experiments on response decrement and recovery of attention with infants, contends that these factors may be related to intelligence. "At 12 months it predicts intellectual performance at 3½ years better than any other measure we now have available for normal babies of this age."[17] In a further study M. Lewis and S. Goldberg found that infants with the greatest response decrement in attention had mothers who had high stimulation scores. They propose "that the importance of the mother's stimulation to the infant is not in terms of absolute quantity of stimulation but rather in the expectance it generates in the child that his behavior will affect the environment."[18]

Environment

The mother is instrumental in providing an appropriate environment. She is in fact the architect who builds and rebuilds the structures the child needs as his various skills emerge. She is responsible for providing novelty, complexity, and change. She must also be cognizant of her child's strengths and weaknesses so that she does not overexpose him. "If a task is presented too early, the baby will simply not have the resources to cope with it and may, in fact, retreat from the learning situation altogether."[19]

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[15]Denenberg, Victor H. (Ed.). Education of the infant and young child. New York & London: Academic Press, 1970, p. 110.

[16]Op. Cit., Schaffer, p. 180.

[17]Op. Cit., Lewis, p. 310.

[18]Hartup, Willard W. (Ed.). The young child. Washington, D.C.: National Association for the Education of Young Children, 1972, p. 176.

[19]Op. Cit., Bower, p. 131.

On the other hand the child must be provided with the opportunity to experiment and explore the objects and people around him.

> "Data assembled by a number of investigators have been summarized to show that the rate of intellectual growth is influenced in infancy by the number of new objects and events experienced. The more varied the experiences the child has coped with, the more the child seeks new experiences. That is, the more curious he becomes."[20]

Thus the environment should provide a delicate balance between security (emotional and physical) and maximum exploration of objects, people, and events.

> "If a young infant's world meshes with his developing skills, he not only moves along a bit faster, but he seems to enjoy himself more and to develop a fuller taste for exploration, learning, and enjoyment."[21]

In conclusion I would hypothesize that the primary facilitator for exploration is man himself. He is born with a predisposition to explore and given the opportunities will exercise that ability at every opportunity. The infant displays pleasure in problem solving, searches for novelty, and utilizes exposure and learning to increase his exploration activities.

The mother's role is instrumental in providing a secure attachment which facilitates separation and exploration. By acting as a co-experimenter, she increases the complexity of his play activity and introduces the child to the rewards of social interaction. Another factor in exploration is the child's self-esteem and possibility of success. If he feels he can effect the environment, he is more likely to try.

Finally the opportunity to exercise his natural inclinations must be available. An environment rich in novelty, complexity, and change continues the exciting process of exploration.

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[20]Op. Cit., Smart & Smart, p. 160.

[21]White, Burton L. The first three years of life. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1975, p. 15.

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APPENDIX H

COURSE MATERIALS FOR

HEALTH - FAMILY ROLES AND RELATIONSHIPS

SCHOOL OF EDUCATION, HEALTH, NURSING,
AND ARTS PROFESSIONS

Division of Nursing

E41.2087 Health - Family Roles and Relationships

This course will explore trends in infant care and child rearing practices. Theories of family dynamics will be explored for better understanding of the influence family interaction has on the child's responses to the group setting. The nursing science framework which emphasizes man/environment relationships, i.e. child-parent relationship, child-teacher relationship, and child-social/cultural relationship is utilized.

The student will be encouraged to review various theoretical constructs which promote the development of an infant and toddler to his fullest potential which taking into account his state of development and the influence of his social and familial environment. This will include play and the effects of sensory stimulation and deprivation.

Health promotion and maintenance will be explored in terms of early recognition of deviation from normal states as well as promotion of increased levels of development of the child and his family. Common illnesses, the effects of hospitalization, and death will be explored in terms of their implications for the child-family relationship.

Objectives

1. To explore family systems theory and its application to infant and toddler development.

2. To utilize theoretical constructs in planning for the play and social experiences of infants and toddlers in keeping with their developmental levels.

3. To acquire a knowledge of common crises and illnesses of this age group and their prevention.

4. To understand the effects of hospitalization and death on the family system.

E41.2087 Health - Family Roles and Relationships

Class Schedule and Assignments

Sept. 28 Introduction and Overview
Assignment:
*1. Bell and Vogel, pp. 1-34.
*2. Berrien, Kenneth. General and Social Systems. New Brunswich, NJ: Rutgers University Press, 1968.
*3. Anthony, James E., & Benedek, Therese (Eds.). Parenthood. "The Family as a Psychological Field" by T. Benedek, pp. 109-136. Boston: Little, Brown and Co., 1970.

Oct. 5 Social Systems
Assignment:
*1. Haley (Ed.). Changing Families.
a) Introductory Chapter
b) Bowen, M. "The Use of Family Theory in Clinical Practice."
*2. Carson, John. "Families as Mutual Control Systems: Optimization by Systematization of Reinforcement" in Behavior Modification and Families, Mash, Eric, et al, (Eds.). New York: Brunner/Mazel, 1976. (Xeroxed copy under Wanda C. Hiestand).
*3. Karpel, Mark. "Individuation: From Fusion to Dialogue." Family Process. 15:65-82, March 1976.
*4. Skynner, A.C.R. "Boundaries." Social Work Today. 5:290-294, August 1974.

Oct. 12 Family Systems
Assignment:
*1. Blanck, pp. 1-31 and 49-72.
*2. Mahler, Margaret, Pine, Fred, & Bergman, Anni. The Psychological Birth of the Human Infant. New York: Basic Books, 1975.

Oct. 19 Individuation in Families
Assignment
*1. Bell and Vogel
a) Kluckhohn, pp. 319-330
b) Spiegel, pp. 391-411

Oct. 26 Values and Roles
Assignment
*1. Ackerman (Ed.). Family Process.
a) Jackson, pp. 111-129.
*2. Veroff, J., & Veroff, J. "Theoretical Notes on Power Motivation" in Merrill-Palmer Quarterly. 19:70-74, 1973.
*3. Peal, Ethel. Normal Sex Roles: An Historical Analysis." Family Process. 14:389-410, September 1975.

Nov. 2 Rules and Power
Assignment
*1. Ferber, et al (Eds.).
a) Kendon. "How People Interact."
2. Scheflen, A. How Behavior Means.

Nov. 9 Interactional Patterns
Assignment
*1. Watzlawich, Chaps. 1, 2, and 4
2. Lederer, & Jackson. The Mirages of Marriage.
*3. Satir. Conjoint Family Therapy.

Nov. 16 Communication Theory
Assignment
*1. Parad, Howard J. (Ed.). Crisis Intervention: Selected Readings. New York: Family Association of America, 1965.
a) Hill, Ruben. "Generic Features of Families Under Stress."
b) Rapport, Rhona. "Normal Crises, Family Structure, and Mental Health."
c) Le Master, E. E. "Parenthood as Crisis."
*2. Aguilira, Donna, & Messiel, Janice M. Crisis Intervention: Theory and Methodology. Chaps. 2, 5, 6, and 7

Nov. 23 Crises Theory

Nov. 30 Childbirth and Parenting
Assignment for the rest of the year will be focused on health promotion through early recognition of deviation from the normal state of the child, illness, hospitalization, and death. Parent education will be included.

Readings will be assigned based on the interests and needs of the class.

Assignment due:

Assignment #1	Nov. 2, 1977	30% of grade
Assignment #2	Nov. 30, 1977	30% of grade
Assignment #3	Jan. 4 or 11, 1978	30% of grade

*On reserve

E41.2087 Health - Family Roles and Relationships

Assignments

1. Select a piece of advice given to parents in regard to child rearing from a magazine article or from your experience. Discuss the appropriateness of the advice from the point of view of any developmental theorist; discuss how this advice might be utilized by less differentiated parents and its use by more differentiated parents.

   Due Nov. 2 - 30% of grade

2. Demonstrate in a written report using your family or a family from literature or television that you have developed a theoretical understanding for observing family dynamics.

   Included in the discussion will be:

   a. awareness of family systems theory: fusion, undifferentiated ego mass, family projection process, triangles.

   b. awareness of values, power, communication roles, and rules in relation to the family system.

   Due Nov. 30 - 30% of grade

3. Observation of child in its family according to prescribed protocol.

   Due Jan. 4 or 11 - 30% of grade

Guidelines for Family Observation

I. Physical layout:

- A. What room were you in most of the time?
- B. How was that room furnished (draw pieces in location)?
- C. Did you feel the arrangement was sociofugal or sociopetal? Why?
- D. Does the child have his own room?
  1. If yes, how furnished?
  2. If no, who does he share with? Does the child have things of his/her own?

II. The Child:

- A. How old?
- B. What Sex?
- C. Does he/she seem to you to be functioning at his/her developmental level? Give an example to support your conclusion.

III. The Family:

- A. Who was your entre to the family?
- B. Communication:
  1. Did everyone talk?
  2. Did one person do most of the talking?
  3. Did you see elements of complementarity or symmetry? Give examples to support your answer.
  4. Could you hypothesize two roles or values operating in the family? Give examples to support your answer.
- C. System:
  1. Evidence of triangles. Give examples.
  2. Evidence of fusion. Give examples.
  3. Where would you place the family on the scale of differentiation?
  4. In what major triangles does the child seem to be involved?
  5. What purpose does the child have for family functioning?

IV. Any Observation that Particularly Struck You.

Student Handout on General Systems Theory

The concept, general systems theory, is based on the word, system; a very general term embodying the idea of wholeness. Funk and Wagnalls Standard College Dictionary defines "system" as follows:

1) an orderly combination or arrangement of parts or elements into a whole, especially such combinations according to some rational principle; any methodical arrangement of parts;
2) any group of facts, concepts and phenomena regarded as forming a natural whole for purposes of philosophic or scientific investigation and construction.

It can be seen that when using the work "system," a context of some sort is essential. Of course, the context is provided by the user. So it is with general systems theory. Even though there are many users of the approach, they all agree to some idea of systems as interrelated elements functioning as bounded units.

General systems theory is not a theory from the purist's point of view. Rather, it is a useful construction which can help to develop hypotheses about relationships of the real world and discover typical patterning for different kinds of systems.

There is a distinction between closed systems and open systems. Closed systems are non-living, non-interactive with their environments, have no mechanism for their recreation, and tend toward entropy (maximum disorder or randomness). The final state of a closed system depends upon its initial conditions.

In contrast, open systems are living systems. They exchange matter and energy with their environments. By building up and breaking down their material components, open systems maintain themselves in a state of high order and complexity and evolve toward increasing differentiation and organization. An open system has input and output. It sends entities from the system into the environment and accepts entities from the environment into the system where some transaction occurs. A change in either changes both.

Summary

1. Human systems are open systems...although at times they might behave as if they were "closed."

2. Open systems have several important properties:
   a) wholeness...ongoing interaction among the complex of elements in the system
   b) relationship...the connections between the parts of a system and how they relate

c) equifinality...no matter where one begins, the conclusion will be the same..."the same final state may be reached from different initial conditions and in different ways" (Von Bertalanffy).

3. Open systems relate through a process of feedback which maintains the system's functioning. Feedback may be positive or negative and is NOT a cause and effect model; rather, it is a circular one.

4. Open systems may be classified in terms of a hierarchy of systems from supra-systems to sub-systems.

5. A system is a bounded unit. The boundary of a system is that region separating one system from another. The function of the boundary is to filter or select inputs and outputs. It can be distinguished by some difference in the relationships existing among the components within the boundary compared with relationships which occur across the boundary (Berrian, p. 32).

In summary, several points about systems theory could be emphasized. Systems theory is a method of study, a conceptual frame of reference applicable in many different behavioral and scientific disciplines. It is suited to dealing with the notion of wholeness of the family system and its complex functioning with other human systems as well as man's place in nature and the universe.

A systems approach provides for the discovery or analysis of connections, associations, and description of complex relationships and processes.

E41.2087 Health--Family Roles and Relationships

Sample of Student Work

Assignment 1: Select a piece of advice given to parents in regard to child rearing from a magazine article or from your experience. Discuss the appropriateness of the advice from the point of view of any developmental theorist; discuss how this advice might be utilized by less differentiated parents and its use by more differentiated parents.

Sexual attitudes of young children are a source of concern for many parents and teachers. Parents are often anxious and afraid when these matters come up in their child's growth. Helen Arnstein has written a book called The Roots of Love in which she discusses the development of the child in various stages. She describes feelings that evolve in each stage and common reactions from parents and children. A chapter is devoted to discussing sex attitudes of young boys and girls and how parents can effectively deal with them.

She points out in the preface that young children have common basic needs and says, "I hope to alert parents to some of these basic needs and to show how essential it is that they be met for the well-being and happiness of all family members." (1) So, in a sense, she is alluding to a family system approach in that families are constantly reacting and interacting with each other. Hence, all members of a family have needs; when these needs are met, the family can exist in a state of equilibrium or well-being.

More specifically, the advice Ms. Arnstein is giving to parents and educators is multifaceted. She presents her advice in a very clear-cut, nonthreatening manner attempting to allay parents' fears for their child's growing interest in his genitalia. First, she states that around the first year of life, babies begin to explore their genitals by the use of those prized possessions, their hands. She claims boys discover their genitals earlier because of their visible location. Ms. Arnstein advocates the view that parents who shout "don't touch" may be instilling the feeling a part of your body is bad; hence, the feeling you are a bad person may evolve. Therefore, it is not advisable for parents to inhibit this behavior in young children, according to Arnstein. She also points out that parents might label the part for their children as their interest grows. More important than using anatomical names is the use of an accepting tone of voice and providing an atmosphere of understanding where the child can actively explore his body without fear of punishment.

The author continues her advice to parents with a discussion of masturbation. She assures parents that masturbation is a form of comfort for the child or a release from tension or fear. She elaborates her point by sympathizing with parents about their own fears and guilt which they might

project onto their children about masturbation, but she does advise some detachment from personal feelings.

After her advice on genital discovery and masturbation, Ms. Arnstein continues her discussion on the discovery of sexual differences. She does this by describing common incidents of castration anxiety when little boys discover that little girls and mommies do not have penises. She also associates the two-year-old's odd reactions to toileting and haircuts and other occasions where there is a loss of what he sees as part of himself as examples of castration anxiety. These events she advises parents to be mindful of and to see them as part of their child's development. She asks that parents reassure their boys that they cannot lose their penises.

Arnstein also feels that parents should tell little boys that although they cannot have babies when they grow up they can help make them and take care of them. A very important point that the author makes is her assuring parents of little boys that "mother" role play is natural because the boy's first identification is with his mother. She encourages parents to listen to their role play for cues of his development. This too is an area of deep concern for parents of young children where parents fear their boys are evidencing feminine traits.

As for girls Arnstein has this advice for parents: she claims girls upon discovering their sexual difference have feelings of castration as well. Some female children may feel they are bad, that they were punished or might be annoyed with their mother for not supplying them with a penis. The author proposes that parents help their little girls work through these feelings by realistically telling her that she never had and never will have a penis, that she has a very important job of making babies. In addition, mothers could reinforce feelings of worth and appreciation of a woman's body to their young daughters.

The chapter from Helen Arnstein's book, The Roots of Love, has very important points for parents of young children to consider. Sexual attitudes is an area of controversy for many theorists in the field of child development.

I have chosen to analyze this advice by using the psychoanalytic viewpoint of Erik Erikson. First, I will discuss the gestalt of the advice brought forth by Arnstein. She is focusing on the parent's role in fostering a positive self-image in his children, more specifically in sex differences and discovery of genitalia. Here this total overview can relate to the first three stages of Erikson's developmental theory. Hence, at the very beginning of life the infant is dealing with the conflict of basic trust versus basic mistrust. Erikson says, "mothers create a sense of trust in their children by that kind of administration which in its quality combines sensitive care of the baby's individual needs and a firm sense of personal trustworthiness within the trusted framework of their culture's life style." (2)

Arnstein's advice ties in with Erikson's feelings on this stage; that is, mothers' attitudes have a great affect on the child's ego development.

Mothers or parents have a direct influence on their child's feelings of self-worth. Erikson goes on to say that children need to have a sense that parents feel a meaning in what they are doing--"Ultimately, children become neurotic not from frustrations but from the lack or loss of societal meaning in these frustrations." (3) Arnstein's advice is clearly related to this. She too is saying parental reactions and attitudes toward sex have an effect on a child's view of himself, his competency, his role in society, his feelings about his body as well as developing a sense of trust in other people. These are important feelings for children as they develop into functioning adults.

Next, the stage of autonomy versus shame or doubt comes into play in what Arnstein is saying. Although this stage is connected with toilet training, I can see a tie-in with sex attitude practices. Here, the infant is dealing with outer control (as can be related to masturbation and odd toileting behaviors as children discover their sexual identity). Here the infant or toddler needs careful guidance, that his recent discoveries or demands are acceptable to his family. The infant needs to gain a sense of trust in his feelings and choices. As Arnstein points out, during this period of sexual discovery (as well as toilet training) children need consideration and careful guidance. They need to feel accepted and acknowledged for their discoveries. Erikson believes that if children do not develop a sense of autonomy or trust in their choices and discoveries, neuroses can develop. Specifically, the child, in Erikson's view, will carry such a sense (or suffer the lack of same) in adulthood. "He wishes for his own invisibility." (4) He will not express himself fully, will develop a poor self-image and low self-esteem. Thus, Arnstein's advice relates to this stage as well. Again reinforcing parental acceptance and support of early sex discoveries is the basis for the child's development of his ego and positive self-image.

The next stage I will tie in with the given advice, following the preceding two, is initiative versus guilt. This stage is directly tied in with infantile genitality. This is basically the stage with which Arnstein's chapter deals. Erikson says the infant is becoming more aware of his body, his locomotive skills are developing, and he has much energy and initiates many activities.

Erikson has a slightly different model for boys and girls. "In the boy the emphasis remains on phallic-intrusive modes. In the girl it turns to modes of 'catching' in more aggressive forms of snatching or in the milder form of making oneself attractive and endearing." (5) Arnstein alludes to this in her chapter where she points out that there are different responses appropriate for boys and girls, where parents need to distinguish the social and cultural differences of masculine and feminine roles. Erikson would agree with this advice. From his standpoint from the stage which Arnstein describes comes castration anxiety; that is, when the child is discovering his genitals and feels fear at being punished. So here again Arnstein's advice is appropriate. She is saying that parents should encourage their child with his interest in sexual differences in terms of genital discovery and exploring the role differnces of men and women.

Erikson describes a conflict that might arise as a result of unresolved feelings during this stage. The child may grow to be an adult who does not move out or take chances (due to repression of his exploratory behavior). He might grow up to be a scared, reticent individual. So here again Arnstein's advice coincides with Erikson's; that is, her views are developmentally sound and would start the child off to becoming a "healthy" individual.

Erikson's basic premise is that during these stages of early development, the child is developing his ego-strengths or self-image. He believes that it is due to interaction with his parents or more clearly the early identification and projection process between the child and his parents that determines his later development. If there is unresolved conflict in any of these three stages, the child will grow to be a frightened, mistrusting adult. Sexual identity as well as role will be a source of problems for this type of adult. He might harbor negative feelings toward the body as well as for relationships with the opposite sex.

In all the aforementioned stages of development as postulated by Erikson, Arnstein's advice is appropriate. She too is saying that between the ages of six months and two years as the infant is developing motorically, cognitively and perceptually; the parent should be encouraging his exploratory behavior. She stresses how the sexual discovery stage is very crucial in the child's development as a fully functioning adult. Arnstein's advice seems very sound when compared to an Eriksonian view of development.

Let us now turn the discussion over to a Family Systems theory as theorized by Murray Bowen. Bowen sees the family as a system, a living system with input and output or constant interchange. It is a series of emotional and relational systems. Within this system is the mother-father-child triad. During a period of stress the couple will attempt to triangle in a third party, e.g., a child, a therapist or alcohol. The family operates in such a way that if tension rises (and Bowen believes we all manifest some level of anxiety), the family deals with it in specific ways. Results can be dysfunction in one member, e.g., psychosomatic illness or marital conflict.

Another component of Bowen's theory that applies to this dicussion is his level of differentiation. By this he means how does the person differentiate between emotional and intellectual functioning. That is, does the person totally live his life run by his feelings rather than his intellect. He has set up a scale of differentiation; on the lower end are people who function by way of their feelings. They have a hard time coping with problems. They are relationship-oriented. Family members who have a low level of differentiation are fused with each other. They are constantly seeking love and support, so that there is very little energy put into growth.

In a low-level-of-differentiation family, many processes can be at work. One spouse inherits the dominant role, with the other one in the adaptive position. Marital conflict, one member's dysfunction or the couple's projection of problems onto a child or children, may develop. In this way the

couple has triangled in the child to relieve the tension existing between them. Bowen feels that by this projection process, families with low levels of differentiation pass on their dynamics (multigenerational transmission process).

So in summary this advice would be somewhat unrealistic for an undifferentiated family. By definition this family is fused and deals with conflicts within an emotionally charged framework. Sexual discovery and gential exploration would seem like a highly charged area. This type of family would probably be threatened by a child's growth in this area. A mother with a low level of differentiation might find it hard to detach herself from her feelings about sex. She would tend to act on her feelings rather than think them through. Thus she would probably punish or supress sexual feelings in her children. This too could be due to her inability to separate her own identity from that of her developing child.

The father will tend to support the mother thereby fostering the anxiety level in the family. Bowen sees this process "beginning with anxiety in the mother. The child responds anxiously to mother, which she misperceives as a problem in the child." (6) Here the mother of a child as described in Arnstein's article would be overprotective and rather doting. In this way she is dealing with her own anxiety. An undifferentiated mother would not be sensitive to her child's needs. Therefore, an undifferentiated family would see this advice as threatening because it asks parents to detach themselves from their feelings and encourage this level of growth in their child. I conclude that this type of family would find Ms. Arnstein's advice unacceptable to their level of functioning.

A differentiated family would find this advice very valuable. Such a family functions from an intellectual base. They are separate from each other and can detach from their own feelings. The mother-child boundaries are clearer. The mother allows her child to grow and encourages the development of a positive self-image.

A mother from this family could utilize Ms. Arnstein's advice. She could recognize the need for parents to encourage sexual discovery for parents to work through their own feelings toward sex. A differentiated mother would be sensitive to her child's needs in this stage of growth rather than emotionally dealing with her own reactions. Due to the differentiated nature of this relationship, the child would be growing up in a family system where there is cohesion but not fusion. Roles are clearly defined and growth is not viewed as threating on the part of the parents. The child's growth is enhanced by this quality as well.

In summary I feel that Arnstein's advice is very clearly stated. She feels parents should encourage their child's growth and sexual identity. Clearly relating this to Erikson, this stage is crucial in ego development. Through unresolved conflicts in this area (stage of development), there might arise problems in adulthood. For example, a child might become very passive, frightened and mistrusting.

From a family systems approach this advice could only be viable for a family with a high level of differentiation who would see its value for the growth of their child. An undifferentiated family would feel threatened by any advice in such an emotional area as sex. A family in this category remains fused and enmeshed in their feelings. It would be difficult for them to detach from their own emotional conflicts and tend to the needs of their developing child.

Notes

(1) Helen Arnstein, The Roots of Love (New York: Bobbs, Merril Co., 1975), preface.

(2) Erik Erikson, Childhood and Society (New York: W. W. Norton and Co., 1963), 2nd edition, page 249.

(3) Ibid., page 249.

(4) Ibid., page 253.

(5) Ibid., page 255.

(6) Philip J. Guerin (ed.), Family Therapy, Theory and Practice (New York: Gardner Press, 1976), chapter 3, page 83.

Sample of Student Work

Assignment 1: Select a piece of advice given to parents in regard to child rearing from a magazine article or from your experience. Discuss the appropriateness of the advice from the point of view of any developmental theorist; discuss how this advice might be utilized by less differentiated parents and its use by more differentiated parents.

Last year an European-American friend of mine told me the following story about his former Chinese roommate: His roommate came to study in America from Taiwan. During his senior year he was ordered back home to marry a girl his parents has arranged for him whom he had met only several times in his life. He had no particular feelings for the girl, but during Christmas vacation he went back to Taiwan and married her according to parental wishes. My friend was outraged by this and said he couldn't understand how parents could do such a thing as to arrange their son's marriage to someone he hardly knew, but even more so at his roommate who would marry anyone his parent told him to. He was suprised too because his roommate had always been a very "together" person: studious, well organized, and seemed to know exactly what he was doing all the time. He had tried to talk his roommate out of this "insane" marriage to no avail.

Since ancient times the Chinese emphasis in regard to man-woman relationships has been that of procreation, and marriage is still referred to colloquially as taking a daughter-in-law for the parents of the husband. Justification of concubinage either on the ground that the husband's aged parents needed help aroung the house, or if the wife had not given birth to a son, because the family line must be continued has been a long tradition. Parental arrangement in betrothal and marriage is considered part of the order of nature.[1]

In China parents have had a completely free hand with their children. Confucian filial piety was the highest ideal in Chinese culture. The important thing to the Chinese is what children should do for their parents, not what parents should do for their children.

A story from the Chinese classic The Twenty-Four Examples of Filial Piety illustrates this important cultural ideal--that support of the parents came before all other obligations and that this obligation must be fulfilled even at the expense of the children.

> "A poor man by the name of Kuo and his wife were confronted with a serious problem. His aged mother was sick in bed. She needed both medicine and nourishment which Kuo could ill afford. After consultation between themselves Kuo and his wife decided that the only way out was to get rid of their three-year-old son. For Kuo and his wife said to each other, 'We have only one mother, but we can always get another child.' Thereupon the two went out

to the field to dig a pit for the purpose of burying their child alive. But shortly after the man had started to dig, he suddenly struck gold. It transpired that the gods were moved by the spirit of their filial piety, and this was their reward. Both the child and the mother were amply provided for, and the family thrived happily ever after."[2]

Economic support is only one way in which Chinese children are obligated to their parents. The son not only has to follow the Confucian dictum that "parents are always right," but at all times and in all circumstances, he must try to satisfy their wishes and look after their safety and welfare. If the parents are indisposed, the son should spare no trouble in obtaining a cure for them. Formerly, if a parent was sentenced to prison, the son might arrange to take their place. If the parents were displeased with their daughter-in-law, the good son did not hesitate to think about divorce. In the service of the elders, no effort was too extraordinary or too great. To the extent that parental interest/welfare preceeds that of the State:

"The duke of Sheh informed Confucius, saying, 'Among us here there are those who may be styled upright in their conduct. If their father has stolen a sheep, they will bear witness to the fact.' Confucius said, 'Among us, in our part of the country, those who are upright are different from this. The father conceals the misconduct of the son, and the son conceals the misconduct of the father. Uprightness is to be found in this.'"[3]

In addition to parents the elders in question could be a man's stepmother or a woman's parents-in-law. The ideal family situation is having at least three generations residing under the same household--grandparents, parents, grandchildren.

These Chinese manners and traditions are the natural expression of a way of life in which individual feelings must be subordinated to the requirements of the group.

Bowen's family system theory is based on Americans with Anglo-European ideals of individualism and "...The overall goal is to help individual family members to rise up out of the emotional togetherness that binds us all. The instinctual force toward differentiation is built into the organism, just as the emotional forces that oppose it. The goal is to help the motivated family member to take a microscopic step toward a better level of differentiation in spite of the togetherness forces that oppose."[4] Based on the Anglo-European nuclear family and individualism ideal, Bowen developed the Differentiation of Self Scale ranging from 0 to 100, with 0 representing a hypothetical notion of perfection to which man might evolve if his evolutionary change goes in that direction. Bowen claims that this scale is a universal instrument which "... transcends barriers between schizophrenia, neurosis, and normal;..." as well as "...categories such as genius, social class, and cultural-ethnic differences. It applies to all human forms of life. It might even apply to subhuman forms if we only knew enough."[5]

"Chuang-tzu and Hui-tzu were strolling on the bridge over the Hao River. Chuang-tzu said, 'The Shú fish have come out to frolic about--to swim around unhurriedly, freely. This is the fishes happiness.' Hui-tzu said, 'You, sir, are not a fish. How do you know (what constitutes) a fish's happiness?' Chuang-tzu said, 'You, sir, are not me. How do you know I do not know (what constitutes) a fish's happiness?' Hui-tzu said, 'I am not you. Indeed, I can't and I don't know. You are surely not a fish; therefore, (the argument of) your not knowing the happiness of fish is complete."[6]

There are few things/laws/theories that are universal. Even generally recognized laws/theories of natural scientific phenomenon contains exceptions to the rule. Since people are subjected to innumberable external, internal, and psychological factors continuously, it is only logical to assume that even fewer theories and laws can be universal and applies to ALL people affecting them ALL in the same way. It is important at all times whenever we use any theory to know and understand the underlying assumptions and values/ideals/objectives inherent in the culture from which a theory arises if it is to be relevant or effectively applied. The underlying assumptions in Bowen's theory being that:

1. Individualism = growth.

2. The ideal family is the nuclear family as defined by middle-class European/Anglo standards consisting of parent(s)/child(ren).

3. The Freudian Oedipal triangle is pivotal to all families and family relationships. Because European/Anglo American parent-child relationships are close and usually exclusive, to the extent that parents are the only objects of worship, they are liable to become the only oppressors. Accordingly, when an American child likes his parents, they are his idols. When the child dislikes them, they are the enemies. A conscious or unconscious attachment to one parent at the expense of the other is the ground on which the Oedipus Complex theory is built upon. (I'm not even sure if the Freudian Oedipal Complex applies to most Euro/Anglo Americans because his <u>theory</u> was based mostly on his experiences working with upper middle class Jewish socity in Vienna.)

4. The crippling family projection process in producing "undifferentiated, dysfunctional child" can be explained in terms of Darwinian theory of survival of the fittest.[7]

The Chinese values/ideals and family is that:

1. Individual needs and feelings are subordinate to the family, therefore, ability to function as a co-operative <u>part</u> = growth.

2. Ideal family is one in which several generations live together as an "undifferentiated family ego mass."

The emergence of the Oedipal triangle in which the child is allied with parents against one another is uncommon in the traditional Chinese family since child care and childrearing is not exclusively the parents' responsibilities and concern in a large "extended family" situation. Child care and childrearing is a family responsibility shared by grandparents, aunts, uncles, older siblings, as well as other adults in the family. Parental authority and care varied with circumstances. Therefore, the parental image in the growing child's mind is shared with other adults in the family. The feeling toward parents and other adult authority figures being divided and diluted, the child does not develop a paralyzing attachment to or strong repulsion against the elder. Sacrifices for parents and other family elders results more from the sense of duty/responsibilities to the parents/elders rooted in the filial piety philosophy and tradition rather than out of sole intense emtional attachment to loved ones.

To the Chinese the distinction between barbarians and civilized people is that in times of stress, civilized people care for the weak and old while barbarians leave the weak and old to die.[8] Following this centuries old cultural philosophy, the Chinese have no motive for activating a crippling family projection process which produces dysfunctional children because the survival of the fittest doctrine is most repulsive to their deepest tradition and beliefs. Chinese rear their children to be caring, self-sacrificing people to maintain a strong family system--when the whole is well taken care of, all the parts are well taken care of. "Undifferentiated" family members is a formula to make strong families, not dysfunctional people.

Chinese family system and values would be classified as destructive to growth under Bowen's theory because the ideal is based on Western norms. The goals and values people hold differ from culture to culture, society to society, and individual to individual. A theory with a set goal may work for one group of people and not another depending on what one's goal is and whether the theory takes into consideration the values and experiences of the particular people. Perhaps Bowen's scale can be applied universally to all human forms of life if it is used only as a fact analysis instrument. In so far as the scale can help the family therapist determine the scope of the stress between individual members and the family, it can help determine the size of the gap between individuals whether the problem is a result of cultural differences, maladjustment, of psychosis.

The role of the family therapist should not be to determine or dictate people's family lifestyle or ideal goal. It should be to help people with family problems locate its source of problems. For people whose parents come from a long cultural history/ideal/tradition of "family above self" to live in a society where "self above family" is the ideal; stress, conflicts, and family problems are inevitable. An understanding of and sensitivity to different family systems are essential for securing the trust, cooperation, and confidence of the family. Where family problems are a result of cultural differences and maladjustment to a totally different society, we need to be

cautious about our assumptions that when family problems exist, the source lies within the individual or family alone. Family problems exist in all families regardless of culture or geography in all forms and ways. We need to remember that the middle-class American family system is not necessarily the best, especially when applied to families of different cultural backgrounds and that it is not without its own problems even when applied to the "average middle-class American." Therefore, these standards/ideals should not be unilaterally advocated. Instead, the family therapist should point out/clarify the existence of problems resulting from two sometimes conflicting value systems--that of the family involved and that of the society at large. The alternatives should be respectful of the family values and one which is chosen by the family itself. The gap created by the highly differentiated individual and the fused family needs to be closed not by moving the family towards high level of differentiation/westernization but by promotion of an understanding of the American way of life as it affects the family and its members. Parties should meet in the center of the scale where compromises/alternatives can be development for harmonious family relationship.

FOOTNOTES

1. Americans and Chinese - Reflections on two cultures and their people. Francis L. K. Hsu. Garden City, New York: Double Day Natural History Press, 1972.

2. ibid., p. 78.

3. Confucius - Confucian analects, The great learning and the doctrine of the mean. James Legge (Translated), New York: Dover Publication, 1971.

4. "Theory in the practice of psychotherapy," Murray Bowen, M.D. Family Therapy. Philip Guerin (Ed.). p. 73.

5. ibid., p. 67.

6. A first course in literary Chinese (A collective of classical literary essays in Chinese). "The pleasures of fish" (Vol. 1). Harold Shadick/ Ch'iao Chien. Cornell University Press, New York, 1970.

7. "Theory in the practice of psychotherapy," Murray Bowen. Family Therapy. Philip Guerin (Ed.). p. 86.

8. Records of the grand historians of China - Translated from the Shih-Chi of Ssu-ma Chien. B. Watson (Translator). Chapter 110. New York: Columbia University Press, 1961.

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3. A first course in literary Chinese. Harold Shadick/Ch'iao Chien. Cornell University Press, New York, 1970.

4. Records of the grand historians of China - Translated from the Shih-Chi of Ssu-ma Chien. Columbia University Press, New York, 1961.

5. Roots: An Asian American reader. Los Angelos, California: Regents of the University of California, UCLA Asian American Studies Center, 1971.

6. Family Therapy. Philip Guerin (Ed.).

E41.2087 Health - Family Roles and Relationships

Sample of Student Work

Assignment 2. Demonstrate in a written report using your family or a family from literature or television that you have developed a theoretical understanding for observing family dynamics.

Family Background

The family observed was known to me on a professional basis for I had taught three of the four children in nursery school. The two older children, A and B, now in 2nd and 3rd grades knew me as a frequent substitute teacher in their kindergarten classes. Last year I taught C, the third child, in the young three's class. D, the fourth child, was born in late November of this year. Both parents are doctors in private practice; the mother is a dermatologist, and the father is a child psychologist. The father serves on the Board of Directors and is the consulting psychologist for the nursery school attended by his children. The mother's mother, Grandma, lives with the family about six months each year. X, the housekeeper, has been with the family since A's birth.

The invitation to visit the home was extended by C who wanted me to see her new baby brother. Prior to the home visit I felt that I knew the Doe Family, but realized in the home that I had never seen all the family members together. The group interaction was quite different from the dyadic and triadic relationships I had previously observed over a three-year period.

Physical Layout

The Doe family lives in a large remodeled four-story brownstone. The kitchen and dining room are on the ground floor, a formal living room and a family room are on the parlor floor with five bedrooms and a separate office for each parent on the top two floors. A spacious garden is in back of the house.

C's bedroom on the third floor had been referred to as the nursery. When C realized that a new baby was coming, she insisted upon giving the nursery to the baby and moving up to the fourth floor. During the spring and early summer of last year, C had told her class about the renovation of her room and the things she wanted in the room. C's concentration on the creation of this room indicated her efforts to prepare for an altered role within the family. She did not express ambivalent feelings but talked positively of being a big sister living on the top floor. C's special room appears to express her identification with the female role for the color scheme of pink, green, and white is reflected in the flowered wallpaper, matching bedspread, and ruffled curtains. There are comfortable chairs, bookcases overflowing with books,

and dozens of stuffed animals. The owner and designer of this feminine sophisticated room is not quite four years old. The entire family took me up to see C's room. They had all become involved with this space and expressed pride in the transformation. C's room, although completed, had not solved her role conflict, and she was therefore not at ease in it. Her games, science projects, art supplies, and paintings from school are in B's room where she plays and since the birth of the baby sleeps in the bottom bunk of B's bed.

After the house tour we all went down to the family room which contains plush, relatively child-proof couches and chairs, books and magazines, a stereo, and a television. The couches and chairs are arranged to allow for face-to-face contact and easy access to a low round coffee table. One chair was referred to as the father's chair. The children took pillows off the couches and sprawled around on the floor. This room, which seemed to invite togetherness and comfort, was in sharp contrast to the adjoining living room with a white wall-to-wall carpet and red and white flowered couches. The living room was not off-limits to the children for they somersaulted over the white carpet on the way to the back garden.

The Child

C is a female child whose fourth birthday was celebrated December 12. Her motor and cognitive development is well in advance of her chronological age. She walked before she was a year old and had such fine motor coordination that she was writing her name at the age of 2½. C could work out abstract math concepts by her third birthday and now reads and writes on a first grade level. C's social maturation outside the family remains an area of conflict. Having observed C relating with her older siblings, it is evident that she has developed social competencies. She finds acting out these social skills with people outside the family network to be difficult. When she first came to nursery school, she screamed every day for a month and finally transferred her attachment from her mother onto me. C did become more independent as the year progressed but expressed anger and then two months of silence when she realized that I would not be her teacher in the summer school program. She has been invited to play at her school-mates' houses; but with the exception of visiting my house, C has never been to another house without a member of her family. C's intellectual precocity is highly praised by the family, and her social inadequacies are treated as idiosyncratic behavior.

The Family

The mother called me on behalf of C and asked that I come to see D, the new baby. The entire family, both parents, children, grandmother, and housekeeper were home during my visit. The mother, children, and I were together in the family room with the father and grandmother joining us briefly and the housekeeper present to serve tea. The family interaction revealed positive

complementarity of clearly delineated roles. The father, a reserved, physically imposing man, is the dominant member of the family group. He seems to fulfill the traditional father power figure role and is treated warmly but with some deference by the mother and children. Outside the family network the father appears restrained even in relationships with his children. At home he is relaxed and openly affectionate. The mother is a warm, calm person. She has stopped working for three months to be with the baby and will probably nurse the baby for a year. She seems to take pleasure in the nurturing aspects of motherhood. She does have some difficulty in being consistent and firm in decisions with the older children. Several times during my visit a child would ask to do something, be told "no", and continue the forbidden activity. The mother remarked "E (the father) tells me that I must be consistent and not let the children take advantage, but I can't seem to do it." The grandmother seems to enjoy her role as the adored visiting homemaker who stays busy baking cookies and fruit pies, knitting and sewing for the children, making toys. The children talked about participating in Grandma's activities. I invited Grandma to join us, but she stated a preference for being in her bedroom or in the kitchen. The housekeeper seems to be appreciated but is definitely a family worker rather than a member. She made no requests, set no guidelines for the children in the presence of the mother, but she must fulfill the role of substitute mother in the mother's absence.

Having observed this family from the outside and from the inside, one of the predominate values is the preservation of an intimate family group. The undifferentiated family ego mass is closely fused, and definite boundaries have been set up between the family and the outside world. The two older children did not visit with friends during nursery school but do so occasionally now. C is following the same pattern. The mother contends that the children prefer to be alone or with each other rather than have outside friends. The isolationist attitude may stem from the father's reserved nature. In most relationships outside the home the children exhibit shyness; whereas at home they are warm, talkative, and energetic. A second strong value concerns fostering intellectual development. The parents spend time helping the children pursue their interests, find answers to their questions. They go as a family to museums, libraries, theaters, concerts, and work together on experiments. While I was visiting, the three older children figured out how many years, months, days, and hours it would be until D, the baby, would be nine years old, then the time duration for the baby to become the mother's age. Perhaps Grandma feels separate from the family group because she does not share or contribute to the value for academic pursuits.

Family System

This family can be viewed as a partially closed system which tries to protect itself from outside stimuli. The family does not seem especially fearful of change, but wary of intrusion and prefers to be sufficient as a unit unto themselves. The most obvious evidence of fusion is between all the members of the nuclear family. All the children are exhibiting slow

social differentiation; but as the children grow older, the boundaries will probably expand and create tensions. Karpel's definition of pure fusion is evident in the relationship between the mother and baby. The two older children seemingly ignored the mother nursing D, but C began to vie for attention.

Triangling with this family system usually revolved around C as the pivot. There is a three-year age difference between C and B, and C was the youngest child for nearly four years. During that time C developed the ability to manipulate the other family members who alternate between admiration and frustration at her ability to out-fox them. Her assertiveness may at first have developed in establishing a natural drive for autonomy and competence but now is directed toward creating disagreements between the mother and father, housekeeper and mother, siblings and parents. She frequently triangles the mother in after the father has refused her request. Grandma must be involved in triangling on the basis of her role as a separated family member. She may be triangled into the parents' relationship by supporting the mother's lenient inconsistent handling of the children.

The family as a unit would fit within the low upper quarter of Bowen's Scale of Differentiation. The parents seem to be highly differentiated individuals in their involvements outside the family ego mass. They both pursue separate full-time careers which they seem to enjoy and yet are able to join as parent-partners in creating a child-oriented family structure. The mother's lenient disciplining of the children and deference to the father may reflect her unconscious fulfilling of her perception of the mother role. Certainly in her work she exerts authority and is involved in decision-making constantly. Complementarity of roles within the family system would be disrupted if she and the father attempted to exert equal authority within the family unit. These two parents must have deep respect for each other's roles both inside and outside the family in order to maintain equilibrium. The presence of the grandmother and the housekeeper must contribute to their ability to maintain intense family relationships and strong career goals.

C's role within her family is in the process of changing. She tried to prepare for the change by creating her own special space. C now expresses ambivalent feelings toward the baby and is jealous of her mother's attention. Her rejection of her room may symbolize her rejection of the baby and her reluctance to accept the big sister role. Since my visit C has exhibited regression in many areas. At nursery school she now screams when either the parents or the housekeeper leave her, insists in riding to and from school in her stroller, clings to her teacher, and is denying her cognitive abilities by saying she cannot write her name, recognize letters or numbers, much less read. The mother says that at home C is fighting with her older siblings, ignoring the baby, and wetting her bed. The baby's arrival has required all the members of the family to make adjustments with C's adjustment being the most difficult. Re-equilibrium cannot be established until C with her family's help resolves inner tensions and establishes herself in a new role. C will then be able to grow as an individual and as an integral member of her nuclear family.

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APPENDIX I

COURSE MATERIALS FOR

INSTITUTIONAL MANAGEMENT AND ADMINISTRATION FOR

INFANT AND TODDLER GROUP CARE

SCHOOL OF EDUCATION, HEALTH, NURSING,
AND ARTS PROFESSIONS

Department of Home Economics and Nutrition

E33.1093 Institutional Management and Administration for Infant & Toddler Group Care

Tentative Course Schedule - Fall, 1977

SEPTEMBER 20: Course Orientation.
The Development of Management.
Introduction to Administrative Leadership and Organization

SEPTEMBER 27: The Manpower Resource: Recruitment, Selection, Training and Policies.
Tools of Management.

OCTOBER 4: Tools of Management Continued.
Guest Lecturer.

OCTOBER 11: The Supervision of Employees.

OCTOBER 18: Unions and Labor Relations.
Guest Lecturer.

OCTOBER 25: Layout and Design of the Center.

NOVEMBER 1: Layout and Design of the Center Continued.

NOVEMBER 8: HOLIDAY

NOVEMBER 15: Normal Nutrition.

NOVEMBER 22: Nutrition for Infants and Toddlers.
Guest Lecturer.

NOVEMBER 29: Food Purchasing, Food Preparation, Service, Sanitation and Safety.

DECEMBER 6: Workshop in Menu Planning.

DECEMBER 13: Financial Controls of the Center. Budgeting and Accounting.

DECEMBER 20: In-Service Training Reports.

JANUARY 3: Wrap-Up.

JANUARY 9-20: Final Examination.

Books to Purchase:

Fleck, Henrietta, Introduction to Nutrition, 2nd Ed., New York: Macmillan and Co., 1971.

Cooper, Alfred M., How to Supervise People, 4th Ed., McGraw-Hill Book Co., Inc., 1963.

E33.1093 Institutional Management and Administration for Infant & Toddler Group Care

Course Assignments

CHOOSE ANY 3 OF THE FOLLOWING ASSIGNMENTS:

1. Assignment in Institutional Organization: Summarize in writing the organizational structure and staffing pattern of your current field placement. Give information regarding the structure and role of your center's governing board. Also, list the principles and considerations for the present type of employee scheduling and comment on them.

2. Decision-making Assignment: Observe and study one recently made decision by someone of authority in your field placement. Summarize the decision and note:
   Conditions which warranted the decision.
   All possible solutions which were available.
   Restrictions or limitations of the decision-maker.
   Short and long-term effects of the decision.
   Discussion with the decision-maker if possible.

3. Keep a record for one week of snacks served to the children in your field placement. Comment on the quality of these snacks and suggest alternatives where appropriate.

4. Nutrient Analysis Assignment: Do a nutrient analysis of your diet for a typical 24-hour period. Analyze the results according to the format given in class.

5. Menu Planning Assignment: Prepare a menu for one week for a specific infant and toddler group. Describe the population and make all the considerations described in class.

REQUIRED OF EVERYONE:

1. Group review of the Division of Day Care's equipment list for infant and toddler day care centers in New York City.

2. Readings in Fleck: Chapters 1, 2, 3, 4, 5, 6, 18, 19, 20, and 21.

E33.1093 Institutional Management and Administration for Infant & Toddler Group Care

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E33.1093 Institutional Management and Administration for Infant & Toddler Group Care

Sample of Student Work

Assignment 2. Decision-making Assignment

Early in the year of 1977 a new contract between the Day Care Council, representing Day Care management and District 1707, Local 205 representing the Day Care Union was signed. One of the agreed upon items in this contract was the rescheduling of the upcoming holidays to allow the Centers to close for the week between Christmas and New Year's. This contract was duly ratified by the union membership in March of 1977.

In the first week of December 1977, a directive was sent to all Centers from The Agency for Child Development, advising them that the Centers will be open on Monday, January 2, 1978. Traditionally when a holiday falls on a Sunday, as it has this year, the holiday is celebrated on the Monday. However, because of the vacation schedule this tradition would not be followed this year.

The Director reminded the Shop Steward of the Monday work order and advised her that she would be working out a schedule to cover the day. When the steward reminded the staff that we would be working on Monday, January 2, the reaction was one of anger and resentment. Several members went to the Director and said they would refuse to work. She pointed out to them that the holiday schedule was negotiated by their union and Day Care Council and referred them back to the Shop Steward.

The union took the position that the staff could not refuse to work; it would constitute insubordination and could be cause for suspension or firing. The staff was visibly upset and appealed to the Director for help. After much consideration she decided to petition the Governing Board to close the Center for the day. She met with the Board and presented her argument on the staff's behalf and also reminded the Board that the Center might not be reimbursed for the day if the Center was closed; this would put another great slash into an already insufficient budget.

The Board of Directors agreed to close the Center on January 2, 1978, and to replace any monies lost from the budget. This decision was presented to the staff as a Christmas present.

I asked the Director to discuss with me the conditions she saw that warranted her decision to go to the Board and what considerations and preparations she made before hand.

1. She polled the parents to see if closing the Center would constitute a hardship. It would not, most parents were not working that day, and would not be using the Center if it was open.

2. She took into account the cultural and religious environment of the staff. New Year's day has a strong religious significance to the Puerto Rican population who comprise most of the staff and children.

3. She had been receiving many calls from surrounding centers with the same problem.

4. She was prepared with an alternate plan:

a. Keep one classroom open staffed by personnel who would volunteer to work.

b. If no one volunteered, she would assign staff by picking those who had taken off most of the non-union holidays throughout the year.

The decision of the Director to petition the Board on the staff's behalf had a positive effect because it received a positive response. However, had the response been one of upholding A.C.D.'s, and the union's position, it still might have had a positive effect but with much grumbling from the staff. The line of communication to the top was open to them. This acted as a release for their anger and put the situation into a better setting. The final decision coming from the Board would have been binding and accepted by the staff.

E33.1093 Institutional Management and Administration for Infant & Toddler Group Care

Sample of Student Work

Assignment 3. One-week Menu Record

The menu planning for Center X is prepared on a monthly basis by the dietary department of the larger institution in which it is located. Approximately one thousand children and staff members of the institution eat the lunch meal, whereas about half that number eat the breakfast and supper. Food is prepared in the main kitchen, brought to each unit in the center and then reheated just prior to the meal. Lunch, the main meal, is prepared a day in advance which results in vegetables cooked to the mush stage and all meats covered in gravy to prevent drying out.

Nutritionists agree that food must appeal to the eater in color, flavor and texture (Fleck, 1976, Pages 318 and 302). The fact that a meal is well-balanced has little meaning if the meal is not eaten. The over-cooked, generally mushy quality of the lunch food appeals to the palates of the younger children (ages 9 months to 14 months) who eat finely chopped food from bowls and do not appear to differentiate between the various foods. The lunch menus do not appeal to the children who discriminate taste and texture (ages 14 to 36 months). They will not eat the gravied meats, even hamburgers and chicken are served in thick gravies, or the mushy vegetables. Lunches for the older children consists of milk, starches, and desserts. The lunch menus should be re-designed to include a well-balanced selection of foods which children will eat. Gravy should be left to choice, and vegetables should be cooked so that taste, texture, and nutrients are preserved. Jello, in my opinion, should be removed from the menu, and replaced by any one of a number of tasty more nutritious dessert possibilities such as egg custards; fruits; frozen yogurt with mashed fruit; corn pudding; oatmeal, banana, carrot or pumpkin breads.

The older children do enjoy their lunch time because they eat in a cheerful child-sized dining room and have independence in eating. Four or five children and one adult sit together at round tables. The food is served family style with no restriction on amounts and the children help with the serving. When a child finishes his meal he takes his own plate to another table, scrapes his plate and then stacks plate, cup and utensils in orderly piles. The one popular meal in the menu planning cycle is spaghetti and meat balls. The children shout with delight when they realize it is a "spaghetti day" and they do eat heartily. Usually the environment and independence in eating are the factors that make mealtimes pleasant, rather than the taste or texture of the food served.

The breakfasts at Center X are seriously lacking in every aspect of food planning. The younger children are served apply or orange juice, rice cereal with milk and plain toast. The older children are given only juice and toast.

Some children at this center do eat breakfast at home, but for those who do not, this breakfast is not adequate. Eggs or a variety of hot and cold cereals, a juice or fruit high in vitamin C, toast, and milk should be available to every child who needs to eat breakfast. The breakfasts for children who board at the institution do include some of these suggestions.

The supper for the live-in children is the snack for the day children. Center X children eat lunch between 11 AM and noon and eat their snack between 3 and 4 PM. The snacks are prepared by a housekeeper in each program rather than in the main kitchen. Because one person must fix food for 40-60 children, the evening meal consists of simple, easy-to-manage finger foods which the children find appealing. The snack includes a "fresh fruit in season" which is always a banana for the young children and either a banana or an orange for the older children. A variety of fruits could be introduced at the snack/supper meal including pineapple chunks, pear, apple, melon or tangerine slices, apricots, grapes or berries. These fruits all involve some slicing, coring, or peeling and certainly more mess than do bananas. However, the nutrition, variety in taste and texture, and enjoyment of the children should take priority over ease in preparation and clean-up. The snacks should contain a greater variety of foods in general such as soups, (vegetable alphabet and chicken noodle are well-liked), hard-boiled eggs, baloney and cheese sandwiches, swiss and cheddar cheese wedges, or yogurt.

Many simple, appealing and different menu plans can be found in The Natural Baby Food Cookbook. The snack/supper meal would be an ideal time to introduce new foods to the children since they are pre-disposed to enjoying this meal. Davis (1951, p. 258) maintains that a child will eat any food if the mother eats the food without offering the child a bite. The staff could try this approach with their day care children, but as long as the foods were simple and easy to manage they should be accepted by most children.

Center X menus need improvement in terms of the preparation, variety, and manageability of the food for children. In addition to these shortcomings, the meals do not even include the required foods from each food group (Fleck, 1976, Pages 295-299). Eggs, instead of being served 3 or 4 times a week are served once a week in egg salad sandwiches. When apple juice is served in the morning and a banana in the afternoon, the vitamin C requirement is not met. The needed cereal is not included for older children. Liver should also be served once a week to meet the high demand for iron. Many day care children do not get home until 6:30 or 7:00 at night and probably eat a light snack prior to going to bed. It is mandatory that the three meals provided by the center appeal to the children and meet all the recommended daily dietary allowances for children.

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APPENDIX J

COURSE MATERIALS FOR

EDUCATION OF INFANTS AND TODDLERS

SCHOOL OF EDUCATION, HEALTH, NURSING,
AND ARTS PROFESSIONS

Department of Curriculum and Instruction

E25.2701 Education of Infants and Toddlers

Course Outline - Spring, 1978

The course is devoted to: Application of psychological theory to program development, program components, grouping for and sequencing of activities, methods of developmental stimulation, creation and evaluation of materials, and group management. Examination of techniques and procedures for parent involvement and in-service education.

I. Development of Program Objectives

A. Recognition of social needs as they relate to the determination of objectives

B. The influence of an individual philosophy on shaping objectives

C. Identification of the participants involved in the process of setting objectives

D. Understanding the process by which objectives are determined

II. Development of the Program for Infants and Toddlers

A. Application of child development theory in program development

1. Selection, creation and evaluation of activities, materials and situations which enhance:

a. Self-concept
b. Social and interpersonal relationships
c. Language development
d. Cognitive growth
e. Physical motor development

2. Identification of experiences based on diagnosis of individual capacities and selected to elicit differentiated response.

3. Grouping for activities

a. Independent
b. One to one (caregiver-child) experiences

c. Small group (peer & family) experiences
d. Large group (peer & family) experiences.

B. Curriculum and Methodology

1. Learning resources: books, people, objects, media, etc.

2. Using daily life experiences and materials for developing concepts (relating learning to environment), e.g.: using familiar objects to develop mathematical concepts, developing science concepts through natural and physical materials.

3. Teacher behavior which invokes thoughtful response and problem solving, e.g.: comparing, classifying, summarizing, imagining, and feeling.

4. Strengthening children's concept of self.

5. Methods of providing for socialization by:

a. Development of inner controls
b. Dealing with aggression
c. Handling dependency
d. Development of independence
e. Fostering interaction among and between children and adult.

6. Observing, recording, and understanding behavior.

7. Overview of selected models in early childhood education.

C. The Daily Program

1. Organizational Basics.

a. Assignment of adult responsibilities for program implementation
b. Provision for routines, e.g.: dressing, sleeping, eating, toiletting, etc.

2. Program Components: Planning, scheduling, and implementing

a. Patterns of interaction
(1) Privacy
(2) Independent
(3) Small group
(4) Large group
b. Curriculum concerns
(1) Environmental exploration
(2) Gross motor
(3) Cognitive
(4) Aesthetic

III. The Physical Setting

A. Overview of center space needs
(Note: Principles relating to educational needs will be explored in E25.2701, while principles concerning organization and health factors will be explored in E33.1093.)

B. Specification of space needs for children's program.
(Note: To be covered in E33.1093.)

1. Indoor

2. Outdoor

3. Room relationships

C. Equipment and materials appropriate for needs of children

1. Stability and change within an environment

2. Criteria for purchasing
(Note: To be covered in E33.1093.)

D. Arrangement of physical setting: equipment and materials

1. For education needs

2. For health needs
(Note: To be covered in E33.1093.)

IV. Staff

A. Identification of needs

1. Nature of personnel

2. Caregiver-child ratio

3. Identification of roles and responsibilities

B. Selection
(Note: The area of staff education will be covered in E25.2701, while employee responsibilities will be covered in E33.1093.)

1. Orientation

2. Supervision/in-service education

C. Evaluation
(Note: To be covered in E33.1093.)

D. Morale
(Note: To be covered in E33.1093.)

1. Communication

2. Accountability

V. Nature of Relationship of Center and Family

A. Communication between family and program

1. Substantive areas for exploration

a. Understanding the family organization and its needs
b. Communicating the philosophy of the center and the nature of its services
c. Exploring concerns about the child
d. Providing for needs identified above

2. The form of the communication

a. Informal contacts
b. Visiting
c. Conferences
d. Group meetings

B. Parental involvement in the program of the center

1. Volunteer services with children

2. Services contributing to operation of center

3. Roles on the governing board

IV. Evaluation of center; effectiveness in achieving its objectives

A. Formative (process) and summative (product) evaluation concerns

B. Possible areas for assessment

1. Individual and group growth and development

2. Effectiveness of curriculum

3. Effectiveness for caregivers

4. Effectiveness of staff-family relationships

E25.2701 Education of Infants and Toddlers

Course Calendar - Spring, 1978

Feb. 1	Introduction I. Development of program objectives for centers--Social Need
Feb. 8	I. Development of program objectives--Philosophy
Feb. 15	II. Development of the program A. Application of child development theory
Feb. 22	II. Development of the program A. Application of child development theory Assignment #1 due
March 1	II. Development of the program B. Curriculum and methodology--Selected models
March 8	II. Development of the program B. Curriculum and methodology--Observing, recording, and understanding behavior Film - "John - 17 Months"
March 15	II. Development of the program B. Curriculum and methodology Assignment #2 due
March 22	Spring Break
March 29	II. Development of the program C. The daily program
April 5	III. The Physical Setting
April 12	IV. Staff Assignment #3 due
April 19	V. Nature of Relationship Between Center and Family

April 26	V. Nature of Relationship Between Center and Family
May 3	VI. Evaluation of Center
	Assignment #4 due
May 10	VI. Evaluation of Center
Finals Week	Summary

E25.2701 Education of Infants and Toddlers

Course Assignments - Spring, 1978

Listed below are individual assignment requirements for this term. In addition, there will occasionally be group assignments with the allocation of some class time. For each assignment below it will be expected that class lectures and discussions will be augmented with at least three outside readings which should be cited in your paper (does not apply to Assignment #2). All assignments will be expected on each designated date. Students will also be asked to share their work orally and some times on ditto so that the class may benefit from the strengths of its members.

Assignment #1--Due February 22

Select one age level. Identify an activity, material, or situation which promotes:

a. Self awareness
b. Social and interpersonal relationships
c. Language development
d. Cognitive growth
e. Physical and motor development

Field test the above with several children. Write a concise description of the activity indicating how the five areas above are being nurtured. Evaluate the effectiveness of the activity based on your field test and make recommendations for future changes if necessary.

Assignment #2--Due March 15

Select and read a book on curriculum for infants and toddlers. Field test a sample of activities described in the book. Write a comprehensive critique of the book drawing upon the results of the field testing and your experience in the field.

Assignment #3--Due April 12

Assess the daily program of your current field placement. Restructure as needed within the realm of realistic possibility. Explain and justify the changes you have made. Or devise a daily program for a future or hypothetical setting. Clearly establish the rationale for the program suggested.

or

Assess the use of space in your current field placement. Re-design, using diagrams, within the realm of realistic possibility according to the goals of the center and particular community. Include physical space and equipment. Explain and justify the changes you have made. Or design the use of space for a future or hypothetical setting. Indicate the rationale for your design including how it is congruent with the goals of the center and particular community.

Assignment #4--Due May 3

Prepare and implement an in-service training session for staff or a workshop for parents. Evaluate the session including a description of how and why certain goals were set for the session, an assessment of the effectiveness of the session, and recommendations for future changes if necessary.

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Sample of Handout

SAMPLE APPLICATION OF CHARLES GERSHENSON'S THEORETICAL MODEL FOR INSTITUTIONAL CHANGE

PERCEIVED SOCIAL NEED: Problem of pregnant adolescent

ADJUSTED SOCIAL NEED: The following considerations should be borne in mind in the formulation of social policy and program development:

National social trends:

1. Between 1971-74 there was a 12% increase of pregnancies among white girls 15-19 years of age, with a comparable increase of 5% among black girls (Consideration: An effective comprehensive program must service both groups)
2. Between 1971-74 there was a 32% increase of pregnancies among white girls under the age of 15, with a comparable increase of 3% among black girls (Consideration: The unique needs of this age group must be met)
3. Previously most black adolescent mothers kept their babies while white adolescent mothers more commonly had abortions or gave their child up for adoption. Nationally in 1966 65% of the babies of single adolescent mothers were put up for adoption, by 1971 only 18% of the babies were adopted (Consideration: Viable alternatives in addition to adoption need to be supported)

Medical insights:

1. Young mothers have a greater proportion of premature births, more fetal and newborn deaths, and are more susceptible to toxemia--a condition which causes hypertension and high blood pressure (Consideration: Given the greater risk taken by young mothers, appropriate medical support systems become even more crucial)
2. The age of menarche has been decreasing three months every 10 years, although there is some evidence this trend may now be leveling off. (Consideration: Relates to point #2 above and the importance of addressing the needs of the very young mother)

SOCIAL POLICY FORMULATION: The available evidence indicates that the problem is a national one which cuts across ethnic groups and is increasing especially within the younger age range. An effective national program should include prevention of such pregnancies as well as support for pregnant adolescents. Such a program should include:

1. Educational program to be instituted in the upper elementary and junior high schools
2. Providing medical services for the pregnant teenager
3. Providing real options for the pregnant teenager
   a. Abortion
   b. Placing child up for adoption
   c. Maintaining child with necessary support system

(Consideration: While the above can be viewed as national objectives, the particulars of any given program must be sensitive to the values of the community which it serves, e.g., some communities may not sanction abortion as an alternative, some communities may object to a sex education program in the schools, etc.)

Table 1

Relating Program Considerations to Developmental Needs
For Children From 12 to 24 Months[1]

Developmental Need	Provisions in the Home	Provisions in the Center	Guidelines for Staffing	Guidelines for the use of Space	Guidelines for the Selection of Equipment and Materials
	General characteristics:				
	Opportunities to interact with and explore natural living environment	Child-centered environment minimizing potential danger, maximizing opportunities for the child to interact with and explore setting	Operates within framework of child's overall development Supportive and facilitating, allowing child to make discoveries as opposed to hovering and restricting. Views child as one who can rather than one who cannot Recommended ratio of 1:3, approximately 8 to 10 same age children in group	Child has free access to variety of space including havens for privacy Allocated, e.g., block area, housekeeping area, art materials, book area, music area, areas designated for equipment and materials. Open areas for gross motor activities, social interaction, etc. Space is ordered and predictable yet flexible	Environment rich in age-appropriate materials with range of difficulty, appealing to various sensory modalities Materials rotated to allow for introduction of new and removal of unused to enhance exploration through variation

Table 1 (Continued)

Relating Program Considerations to Developmental Needs
For Children From 12 to 24 Months

Developmental Need	Provisions in the Home	Provisions in the Center	Guidelines for Staffing	Guidelines for the use of Space	Guidelines for the Selection of Equipment and Materials
Motor Gross motor--begins to run & climb*	Opportunities to climb, e.g., sofa, large furniture, stairs	Appropriate climbing equipment, with a range of challenges, e.g., varying heights; things to climb, slide swing, pull, push, etc.	Understands need for children to be engaged in active play which will facilitate large muscle coordination	Cushioned flooring provided under equipment for safety	Specific equipment available to encourage range of gross motor activities
	Unallocated spaces, e.g., parts of living room, hallway	Floor plan and placement of equipment allows for large open spaces			
	Variation of floor surfaces, e.g., linoleum in kitchen, carpet in living room	Both carpeted and uncarpeted areas which help define the use of space			
		Availability of both indoor and outdoor space			

*See L. B. Murphy. Individualization of child care and its relation to environment. In L. L. Dittmann (Ed.), Early Child Care: The New Perspectives. Chicago: Aldine, 1965, p. 89.

Table 1 (Continued)

Relating Program Considerations to Developmental Needs
For Children From 12 to 24 Months

Developmental Need	Provisions in the Home	Provisions in the Center	Guidelines for Staffing	Guidelines for the use of Space	Guidelines for the Selection of Equipment and Materials
Affective Exploratory behavior	Child can engage in activities parallel to his mother, e.g., while mother cooks, child can play with pans	Play areas where a child can explore various familiar objects by modeling through interactions with caregivers	Understands significance of discovery to child's learning and the importance of 1:1 interactions		
	Child can explore properties of his environment while engaged in routine activities, e.g., water-play while bathing in company with parent	Provisions for exploring properties of the environment through specially selected equipment, e.g., use of water table in parallel play with peers			
	Potential learnings include: Exploration of child's competence and limitations Respect for the qualities of his environment				

[1]Source: Zorn, Vera, & Shigaki, Irene S. Program considerations for family and group day-care facilities for infants and toddlers. In B. Persky & L. Golubchick (Eds.), Early Childhood Education. Wayne, N.J.: Avery Publishing Group, Inc., 1977, pp. 258-264.

Sample of Handout

Table 2

RELATIVE STRENGTHS OF THE HOME AND GROUP CARE SETTINGS
IN CARING FOR INFANTS AND TODDLERS

Strengths of the Home Setting	Strengths of the Group Care Setting
Setting supports the family unit by providing the child with a view of real home life	Provides support system for parents
Grouping of people follows natural patterns of the family	Greater opportunities for peer group interactions
More opportunities for child to relate on a 1:1 basis with a significant adult	May help counter over-attachment
Continuity of caregiving style	Provides child with several adult models
	Staff trained in child development and educational principles
	Interaction with several caregivers may help minimize stranger anxiety
Ease in out-of-home "ventures." Greater potential range of stimulation through encounters with larger environment, e.g., trips to the supermarket, etc.	Enriched environment with built-in safety precautions designed to permit the child maximum exploration of his environment
	Space allocated for range of activities including vigorous gross motor activities as well as potentially messy activities, e.g., painting, water play, etc.
	Larger variety of age-appropriate materials, possibility of exploring range of curriculum areas, focusing on gross motor, fine motor, cognitive and affective developmental needs

Table 2 (Continued)

RELATIVE STRENGTHS OF THE HOME AND GROUP CARE SETTINGS
IN CARING FOR INFANTS AND TODDLERS

Strengths of the Home Setting	Strengths of the Group Care Setting
Greater flexibility in scheduling	Scheduling built around the needs of young children by providing for a child-centered day
Greater opportunities for privacy in which to integrate experiences of the day and to foster autonomy	Engenders sense of self apart from the family

Source: Zorn, Vera, & Shigaki, Irene S. Program considerations for family and group day-care facilities for infants and toddlers. In B. Persky & L. Golubchick (Eds.), Early Childhood Education. Wayne, N.J.: Avery Publishing Group, Inc., 1977, pp. 258-264.

Sample of Handout

MIXED AGE, FAMILY GROUPING

Benefits

Child	Caregiver
1. Permits family members to stay together	1. Wide spectrum of development; she can see development; does not get locked into one teaching technique
2. Older children develop sense of pride and responsibility	2. Work load is dispersed; teacher not burdened to only one set of problems
3. Exposure to language, advanced social skills (modelling)	3. Easier to work with two children at same time

Weaknesses

Child	Caregiver
1. Child can get lost in competition from other ages	1. Problem of safety
	2. Needs more diverse equipment & flexible environment; will cost more
	3. No "natural" periods of rest

SAME AGE GROUPING

Benefits

Child	Caregiver
1. Child free to explore all of environment without hazard	1. Routine care of age group will not compete with needs of another age; babies not neglected or older children lost in routine
2. Group activities geared toward rhythm of his day	2. Environment totally geared toward certain developmental objectives
	3. Caregiver can focus on a smaller area of development; expertise

Weaknesses

Child	Caregiver
1. Limited exposure to "real" world	1. Can be boring and routine

E25.2701 Education of Infants and Toddlers

Sample of Student Work

Assignment 1: Select one age level. Identify an activity, material, or situation which promotes: a. self awareness, b. social and interpersonal relationships, c. language development, d. cognitive growth, and e. physical and motor development. Field test the above with several children. Write a concise description of the activity indicating how the five areas above are being nurtured. Evaluate the effectiveness of the activity based on your field test, and make recommendations for future changes if necessary.

(The following is a condensed summary of the student's paper which was written for the purpose of sharing with the class.)

Activity: Handwashing

Age: 18-24 months

Description of activity:

1. Group of four children at a time to wash.
2. Allow a child to fill the sink at caregiver's instruction.
3. Encourage verbal commands from the children in expressing their desires, i.e., soap please.
4. Encourage children to tear off their own paper towel after having washed their own hands.

Activity promotes:

1. Self awareness in as much as it allows the child to be the initiator, thus encouraging self autonomy. Hence, the child himself manipulates the soap, rips off the paper towel, and explores his hands under various conditions: wet, soapy.
2. Social and interpersonal relationships - in that handwashing permits interaction within the group in which the children cooperate with each other in the act of sharing, and it allows development of awareness of others and their feelings through verbalized expressions and body contact.
3. Language development - insofar as the supervisor/caregiver serves as a speech model providing spoken language when giving instructional input. Also when she or he puts children's actions and experiences into words for them.
4. Cognitive growth - in that it allows for the child to use his ability and potential to formulate schemata and concepts based on his concrete experiences. For example, quality discrimination (hard sink) and relationships (water in sink). Moreover, handwashing motivates verbal-conceptual organization of experience by being receptive and responsive to caregiver input, i.e., instructions on the process involved and helping children to

verbalize their experiences; development in the idea of a means for achieving an end, i.e., soap and water as a means to clean hands; stimulating the involvement of memory for future washing.

5. Motor development - inasmuch as handwashing encourages eye-hand coordination; reaching-stretching movements; and grasping, pulling, pointing, and swishing in the areas of fine and gross motor development. Face muscles are stimulated when verbalization occurs.

E25.2701 Education of Infants and Toddlers

Sample of Student Work

Assignment 1: Select one age level. Identify an activity, material, or situation which promotes: a. self awareness, b. social and interpersonal relationships, c. language development, d. cognitive growth, and e. physical and motor development. Field test the above with several children. Write a concise description of the activity indicating how the five areas above are being nurtured. Evaluate the effectiveness of the activity based on your field test, and make recommendations for future changes if necessary.

(The following is a condensed summary of the student's paper which was written for the purpose of sharing with the class.)

Age level: 24-30 months, a group of 4 or 5 children

Activity: It is a variation on the "what's missing" games.
Teacher takes a sheet. She asks children to close their eyes or hide in one part of the room while she covers some familiar classroom object with the sheet. Then the children open their eyes and try to guess what is covered.
Variation: Cover one of the children.
Variation: A child can choose and cover an object for the others to guess.

Why:
a. Self awareness - The idea of self becomes more defined as the relationship of self to environment becomes more clear. Where are the things in my environment located in relation to me? What objects are around me but are not me?
b. Social and interpersonal relationships - Who's covered? I'm not covered. Someone else must be covered. Who is that someone else? The "surprise" aspect of this game is a good feeling to share in a group.
c. Language development - Children will be naming and hearing names of objects.
d. Cognitive growth - Spatial understanding.
Size and shape clues of the outline of the sheet around the object.
e. Physical and motor development - For a child to cover an object would take maneuvering and eye-hand coordination.

Guidelines for implementation:
a. Closing eyes can be hard. We made it into a game of pretending to be asleep, then waking up when it was time to open eyes.
b. If doing this with a group, sometimes ask children individually who or what is under the cover so you get an idea of each child's response. There are possibilities for this to be a 1:1 activity between teacher and child.

c. After the children guess who (or what) is under the cover, the teacher might say "I think it's so-and-so (a child who is not covered). Is it so-and-so? How do you know?" The children have to look around, see that so-and-so is not covered, and indicate no because so-and-so is here uncovered.

d. Other variations: Covering the 3-dimensional farm animals with tissue paper so shape is the only visual clue.
Covering a child's eyes and leading him around the room to feel the block shelf, the rocker, a doll, a book and to guess what it is. After awhile maybe one child could lead another on this "feel walk."

E25.2701 Education of Infants and Toddlers

Sample of Student Work

Assignment 2: Select and read a book on curriculum for infants and toddlers. Field test a sample of activities described in the book. Write a comprehensive critique of the book drawing upon the results of the field testing and your experience in the field.

(The following is a condensed summary of the student's paper which was written for the purpose of sharing with the class.)

Frost, J. L., Cohen, M. D., Hadley, S., & Young, J. L. Developing programs for infants and toddlers. Washington, D. C.: Association for Childhood Educational International, 1977.

Summary:

The pamphlet is a collection of papers written by the participants of the June 1965 Texas Conference on Infancy. The content of the articles ranges from the needs of infants and toddlers to guidelines for establishing a day care center. Further consideration is given to the issues related to program development for normal, handicapped, and at risk children.

Focus:

The intent of the pamphlet is to make day care directors or potential directors aware of the pertinent issues involved in establishing and operating a day care center. The issues are deliberated in light of the needs of infants.

Strengths:

Much of the content is practical and considers most of the issues related to day care. Each article is short, lucid, and concise. Not only are they easy to read, but various "key" ideas can be quickly relocated. In addition, there is an extensive bibliography at the end of some articles and a comprehensive annotated bibliography at the end of the pamphlet. Further, an interesting model for analyzing the program or day care environment is presented.

Limitations:

The pamphlet is less than comprehensive. The two topics of curriculum and designing floor space are inadequately developed for potential directors. Three authors discuss curriculum from slightly different theoretical perspectives, and because the presentations are so brief, it is difficult to get a sense of which approach would be most appropriate for a particular day care philosophy. Likewise, the several sentences devoted to designing floor space is hardly adequate.

Recommendations:

The pamphlet is a worthwhile addition to the library of a director or potential director because it provides a nice overview of the issues involved in establishing a day care center. The articles include both the conceptual and practical aspects of child care. Because the pamphlet is so brief, it needs to be augmented by other reading material.

E25.2701 Education of Infants and Toddlers

Sample of Student Work

Assignment 2: Select and read a book on curriculum for infants and toddlers. Field test a sample of activities described in the book. Write a comprehensive critique of the book drawing upon the results of the field testing and your experience in the field.

(The following is a condensed summary of the student's paper which was written for the purpose of sharing with the class.)

Tronick, Edward, & Greenfield, Patricia. Infant curriculum: The Bromley-Heath guide to the care of infants in groups. New York: Media Projects, Inc., 1973.

Summary:

The authors designed a curriculum and served as consultants for the Bromley-Heath Center located in a low-income housing project in Boston. The goals of the program were to provide job training for those who wished to become teachers, to increase parents' effectiveness as parents and individuals, to provide a warm stimulating atmosphere for children. Daily one-to-one interactions between children and a specific caretaker constitute the core of the curriculum. Each caregiver is assigned to four children of mixed ages. Sequences of development activities are introduced during the fifteen-minute interactions. The one-to-one time enables a child to focus his attention more sharply, to attach to his assigned teacher, and to feel secure in group situations.

Strengths:

A chapter on management techniques offers practical organizational suggestions and focuses on the adults' joint responsibility for children's problems.

Limitations:

The sequential activities are prescriptive and uncreative. Language suggestions are rigid. Large motor development and group interactions are not discussed with the inference being that children learn most effectively when sitting with a teacher.

Recommendations:

The Bromley-Heath experience could have provided an interesting addition to day care literature if the authors had discussed the curriculum development process; the interactions between the educational consultants and the para-professional caregivers. Differences between theory and application could have been explored in depth.

E25.2701 Education of Infants and Toddlers

Sample of Student Work

Assignment 3: Assess the daily program of your current field placement. Restructure as needed within the realm of realistic possibility. Explain and justify the changes you have made. Or devise a daily program for a future or hypothetical setting. Clearly establish the rationale for the program suggested. Or assess the use of space in your current field placement. Re-design, using diagrams, within the realm of realistic possibility according to the goals of the center and particular community. Include physical space and equipment. Explain and justify the changes you have made. Or design the use of space for a future or hypothetical setting. Indicate the rationale for your design including how it is congruent with the goals of the center and particular community.

Outdoor play space and equipment has received slight attention in the recent proliferation of day care literature. Emphasis has been placed upon the designing and equipping of indoor space for infants and toddlers; space which is generally designed in accordance with traditional nursery school models. A nursery school model may serve to answer the developmental needs of the children 2½-3 years of age but is not appropriate to the primary needs of infants and young toddlers. Their indoor space should reflect the comfort, warmth, and explorable space of a good home. The outdoor space should allow infants and toddlers to explore the environment and exercise their locomotion and prehension skills with safe challenging equipment which precludes discouraging adult restrictions. It is often assumed that prior to reaching the stage of walking independently, children cannot or should not play out of doors. The "pre-walkers" at Center A have a small crowded indoor area and are taken outdoors in portable cribs or jump seats. They remain confined and receive little opportunity for large motor skill development. At Center B the infants (2 months to one year) were never taken out on the roof, and the young toddlers (one year to 18 months) were taken out once during my internship. Perhaps an effort at roof play for the younger children had been previously attempted. The lack of appropriate equipment and space layout would have insured frustration for both children and caregivers.

Young children will not be taken out of doors, and appropriate outdoor spaces will not be designed for them unless the adults, parents, and caregivers are committed to the child's need for outdoor experiences. Fresh air is of utmost importance, particularly in the winter months when windows are closed, for an infant needs oxygen and nutrients to feed the rapidly growing brain. An infant's brain consumes 50% of the total oxygen of the body (Stoddard, 1977). Dr. Spock (1968) recommends that every child over twelve pounds in weight be taken outdoors at least two hours a day, even in cold weather.

Being out of doors provides more than a change of air. A child confined to a carriage experiences novel visual and auditory and tactile (warmth of the sun, rain, breeze, snow) stimulation. At about six months when the child can sit without support, he can engage in closely supervised exploration on the ground, in the sandbox, in a small wading pool. Matterson (1965) speaks of experimentation with natural materials being mandatory before we can be creative or feel secure in our own environment.

Outdoor play frequently involves a number of children of different ages and abilities. Gesell (1940) stresses that any locomotive skill is a series of postures; postures which are imitated from models, practiced, become automatic, and then serves as the base for continued imitation, practice, and mastery of future motor skills. "Pre-walkers" spend fifty percent of their awake time observing their world. Watching other people, particularly children at play, would seem to be an integral aspect of large motor development. A child observes carefully before he climbs up on a jungle gym or crawls through a barrel. Few children attempt to engage in a large motor skill activity until they are sure that they can succeed. Watching, practicing make perfect, usually. Supervision is necessary.

Practicing motor behavior begins early in prenatal life and given space and opportunities generally continues through the pre-adolescent stage. Differences in motoric ability cover a range from graceful to awkward. As the skills are mastered, the child achieves an enhanced self-image, confidence, and security in group interactions. He gradually learns a sense of direction and location in space. Landreth (1972) points out that children move the meanings of spatial lables (in, out, up, down, over, under, inside, outside) before they speak them. A child must feel right and left before he can apply right and left to the space he inhabits. One could argue that the climbing and jumping could be accomplished indoors, but indoor play is of a different quality. Outdoor play allows for exuberance, larger, faster movement, and noise. Children do not play outside for the sake of fresh air, texture or spatial exploration, or exercise, "but because they enjoy the sensation, want to overcome an obstacle, or as part of a game." (Matterson, 1965)

The joy inherent in the learning is itself a sound rationale for outdoor play. Having established the need for outdoor play space for infants and toddlers, one is faced with the challenge of having no design models. An excellent monograph, Planning environments for young children, discusses space usage for three to five year olds. They hypothesize that yards for young children should include a large variety of choices for the attention span is brief. Kritchevsky and Prescott categorize play equipment according to utilization potential. Simple equipment (jungle gyms, swings, trikes, trampolines) can be used for one purpose. Complex units (nesting blocks with planks, blocks) can be used for several purposes. Three nesting blocks can be arranged as a table and two chairs; two nesting blocks and a plank can be arranged as a walking board; the blocks can be stacked as a tower. Super units contain a wide range of potential experiences. A sandbox with play materials and water allows for digging, building, knocking down, and experiencing textural variations; the solidity of wet and dry sand; the

fluidity of water. If young children are to be expected to play in a space for any length of time, then some complex units seem essential in order to provide experiences which will lengthen attention span and provide opportunities for parallel play.

The hypothetical play space for infants and toddlers is based on observations of young children at play indoors and outdoors, a knowledge of child development, the Kritchevsky and Prescott theories of equipment categorization. The space is designed for a private day care center which would be housed in one of the brownstones adjacent to Washington Square Park and would service the children of New York University students and employees. Full and half day services would be provided for a limit of thirty children in the center at one time. Full day care would cost $100 per week. The cost of the care would confine the population to children of middle-class families. The final playground design reflects the primary goal of the center: to provide warm, loving individualized care in a child-centered environment which is modeled on a good home atmosphere. The home-like feeling is enhanced by mixed age groupings which allow teacher-learner relationships between the children. Additional goals which are fostered are the development of social skills, creativity, and independence.

A play yard which serves the range of developmental needs and preferences of children from two months to three years must be flexible in design. The effectiveness of the area can only be determined by the unique children and caretakers who play and work within the confines of the space. Therefore, the design contains only two inflexible areas, the paved area for riding toys and the adjacent area containing six swings which are cement anchored into the soil. The sandbox is not a flexible unit but could be moved with difficulty. All additional equipment, the paths, and gardening areas could be changed with little or no expense incurred.

The play equipment will be analyzed according to the type of unit, potential uses, cost and maintenance.

PAVED RIDING AREA

One enters this 15' x 10' area directly from the back door of the brownstone. The left side of the pavement is marked off into parking spaces for eight vehicles; 2 peddled, 3 foot-propelled, 1 large wagon, and 1 scooter. All the vehicles should be constructed of heavy plastic which is durable and less likely to cause collision injuries. A roof overhangs the parking spaces and serves as protection against the elements.

Also delineated on the paved area is a large circle which serves as a road for the vehicles and as a position pattern for group ball rolling and dancing. The pavement can also serve as a "canvas" for painting with water.

SWINGS

The area for the swings is separated by an open-work metal fence four feet in height. There is only one gate with a latch on top to prevent the children from entering the area alone. The support system is metal, but the swings' seats are adjustable canvas which can accommodate either a six-month old or a three-year old. The swings are an expensive, inflexible potentially dangerous unit which requires an adult to supervise and provide momentum. However, the intense pleasure of swinging cannot be approached by any other piece of equipment. Swinging is a restful, calming activity which enables a child to feel totally alone or to shout with the friend swinging next to him. The swing area should be grass.

PATHWAY

The swing area door leads directly into a central hard-packed earth pathway which winds through the grassy areas up an incline to the sandbox. The pathway is reserved for pedestrians only. Riding is confined to the one area so that infants can crawl or toddle in relative safety through the remainder of the space.

SANDBOX (15' x 10')

The sandbox has a wooden frame with one-foot-wide seating/storage on each side. The seat lid opens for storage. Only an adult can maneuver the latches so children cannot get their fingers pinched. Each storage area is divided into four separate compartments to allow for sand and water materials to be categorized on one side and various plastic building blocks and gardening tools categorized on the other. Two ramps lead into the sandbox so that crawlers can choose to go in and out and negotiate independently. Parents could easily build the sandbox unit. It should be covered with a roll-up awning so that children could play in the sun or shade. Washed, medium grade builder's sand can be purchased cheaply.

Plastic sand and water equipment should include buckets, spades, funnels, sieves, molds, and vehicles of various sizes.

JUNGLE GYM

The Jolly Gym ($99.95 - Childcraft) is recommended for this age range. The gym is in the sandbox to provide a soft landing for tumbles. The gym components can be altered to create new climbing structures. A ladder ($24.95 - Childcraft) can be added.

PLASTIC BLOCKS

These blocks are stored beside the sandbox. They could be used for building in or out of the sandbox or in the playhouse.

PLAYHOUSE

The playhouse could be built by parents. A jig-saw would be needed to cut window spaces and geometric shapes. A ladder leads up to a flat enclosed roof with a slide (polished plank) attached to the opposite side. The playhouse is large enough to store the nesting blocks and plank. Estimated cost is $80.

NESTING BLOCKS AND PLANK

The 12-inch cubes can be used as tables, chairs, a train, an airplane. The addition of the plank can create a walking board. The blocks could be used as furniture for the house or could be used for individual table activities. (Blocks - $12.95 each. Plank - $4.95.)

OPTIONAL AREA

This area may be better left free for infants to sit in infant seats and observe, to begin crawling while confined in a portable circular fence. The area could be used for new activities such as building a train, painting, playing in a refrigerator box, and building a tee-pee.

TIRE HALVES

The three tire halves are filled with water and used for various water activities. In hot weather a wading pool could be set up in this area. Sand and water play should be in proximity to allow for easy mixing of the two.

TRAMPOLINE

A sturdy trampoline with a standing height handle at one end enables those who are almost walking and those who are walking to use the same piece of equipment. A good trampoline costs about $80. It can be stored with the vehicles.

TREE STUMP

Free, but heavy, Can serve as a step-up, step-down activity or a table.

ROCKING BOAT

This unit appeals to 6-month olds and up and leads to singing and imaginative play. The bottom side is a series of steps which infants enjoy for crawling, and young toddlers enjoy for stepping. The unit is $69.95 from Childcraft. It can be stored with the vehicles.

OIL DRUM

Free. The drums serve as tunnels for crawling, hiding, rolling a ball through, crawling on top of, hanging over, and looking inside.

GARDENING SPACES

On either side of the yard area are 35' x 3' gardening plots. The children should be active in the planting and work with hoes, rakes, and trowels. The tools can be stored in the sandbox storage unit. Part of the gardening space should be allotted for dirt/mud play. The gardening space should be separated from the grass area by a concrete or brick wall. Care should be taken to grow only those plants which are not poisonous when ingested. Soil is expensive and needs to be donated.

The play equipment, without the optional area, includes a wide variety of choices: riding, digging, jumping, rocking, climbing, swinging, building, sliding, crawling. According to Kritchevsky and Prescott, the choices are as follows:

SIMPLE UNITS

Riding Area--8 vehicles	8 places
Swings--6 swings	6 places
Jungle Gym	1 place
Trampoline	1 place
Rocking Boat	1 place

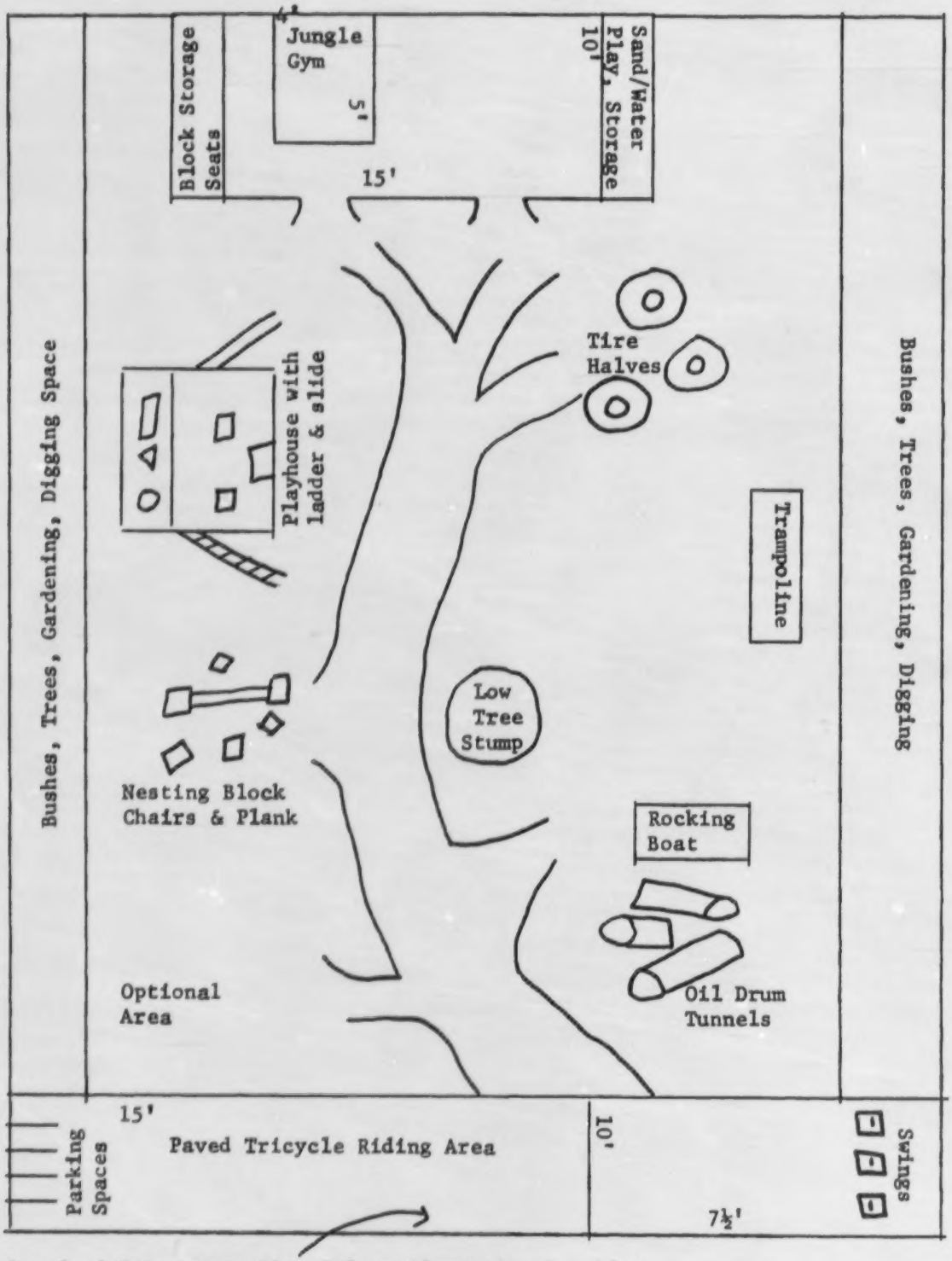
COMPLEX UNITS

Tire halves, materials	4 places
Oil Drum--tunnels	4 places
Nesting Blocks & Planks	4 places
Gardening Dirt Area & Materials	4 places

SUPER UNITS

Playhouse	8 places
Sandbox, materials, water	8 places
	49 places total

If 15 children use the yard, there are 3.3 places per child. If 30 children use the yard, there are 1.6 places per child. The number of choices dictates that the yard should be scheduled for the use of half the children at a time. The space would be uncrowded and would enable six caretakers to supervise the play of 15 children. The infants would be able to explore freely within safety limits. Props, of course, could be added to any of the units to increase the complexity and therefore the interest level of the children.



Standard Brownstone Plot 25' x 50' Scale 1" = 5'
Play yard is fenced in with 7' high wood planking.

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APPENDIX K

COURSE MATERIALS FOR

GROUP DYNAMICS FOR LEADERSHIP IN EDUCATION

SCHOOL OF SOCIAL WORK

S88.2088 Group Dynamics for Leadership in Education

Tentative Course Outline - Spring, 1978

Purpose

The purpose of this course is to introduce students to knowledge and use of group dynamics in their roles as program leaders and educators. Study of theory will be viewed in application as it relates to leading staff and board groups and working with parents to provide an atmosphere highly conducive to education and learning.

Sessions I through V

Review of individual psychology (emphasis on modes of coping with feelings--defenses). Relationship between individual behavior and individuals in groups. Study of universal experiences afforded by group life (support, vicarious experience, increase self-awareness, hiding, scape goating, role allocation, comfort in experiencing universality, etc.). Study of the "harnassing" of group experiences for differing goals and tasks.

Sessions V through X

Goals as determined by program purpose, specific tasks, agency philosophy, composition of groups, leadership role or behavior as related to goals and composition of group.

Phases of group life beginning, work, ending. The relationship between the phases in group life and leadership role.

Sessions X through XV

These sessions will be devoted to viewing previously discussed theory as it relates to students' field experiences. (Students will be asked to prepare material for these sessions in advance.)

Literature, field observations, class discussion, and role playing will be major learning tools.

Text: Yalom, Irvin D. The theory and practice of group psychotherapy (2nd ed.). New York: Basic Books, Inc., 1975, 529 pp.

S88.2088 Group Dynamics for Leadership in Education

Sample of Student Work

Assignment: Beginning of Semester Log

2/8/78. It was interesting to note the rather self-restrained response of the students this term to the professor's request to give her some background of our present occupations, work experience, and education. The same request was made of us at the beginning of the school year when we were all strangers in class. The differences in our response is worth noting. I was reminded of the differences as I read the assigned readings and recalled class discussion. At the time of our first class, we presented long and detailed introductions of ourselves as cues to establishing our identity and position in the group. The cues symbolized how we wanted to be perceived and the kinds of positions and roles we expected to play in the class. It was more evident in last year's class where we had several psychology majors. They later became contenders for leadership in the group and presented the longest and most detailed introductions of themselves.

In this second term, we have already established our positions and have a feeling of identification as a group, hence we do not feel the need to "present" ourselves as we did as strangers. Furthermore, we have shared common concerns and anxieties. We have all been asked to expose ourselves and to take a risk at failure. We all have a backup reservoir of experience and some professional success which we flaunted to give us some self-confidence and prestige to hide our feelings of inadequacy. Gradually as we got to know and share our feelings during "panic time" when our first paper was due, we were able to lower our facade without the fear of losing professional status because we were all in the same boat.

3/5/78. I have given much thought to "sticking my neck out" since the return of my journal. Sticking my neck out is contrary to the behavior and attitude that makes up my personality. My neck is not very long at this point, although I recognize my need to be more open and to question more deeply.

I am at this point full of anxiety. It is difficult changing from a known and reliable pattern of attitude and behavior to a new untested learning experience. I need a lot more time to acquire it than this course provides. However, here goes my neck!

3/12/78. Much has been written about the family being the prototype of all groups. Irvin D. Yalom in The Theory and Practice of Group Psychotherapy states "Depending upon their assumptive world (shaped to a large degree by their early family experience), members interact with leaders and members as they may have once interacted with parents and siblings" (p. 14).

This generalization has a special relevance when I consider the group setting at Center X. The physical plant and the atmosphere are very home-like. The staff has worked together for over six years. The group is small, 10 children. We are housed in a four-room apartment away from the main center. All this lends well to a family-like situation.

In this work group the leader may be perceived as the mother figure. This perception often evokes the sentiment of love and fear characteristic of the early mother-child relationship. I offer as an example an incident that occurred this week. A child care aide did not follow through on an assignment I had given her prior to my leaving for the day. The next morning she called me on the phone to explain why she had not completed her task, although she was due at work within 15 minutes. Why didn't she wait to tell me when she came in? She was motivated by anxiety. She was in fear of punishment--the loss of love in my disapproval. She was also feeling out the safety factor.

It recalled my own childhood when I anticipated a reprimand. I remember standing outside yelling in, "If I come in, are you going to hit me? Are you mad?" Like the aide I was feeling out the safety factor. Is it safe even when I disappoint you? Are you going to be angry and take away your love?

The staff often behave as siblings. They create alliances or engage in rivalries and competitive behavior. Yesterday the staff celebrated my birthday with a party during lunch hour. All morning long they whispered and planned. During the party they competed for my compliments and expressions of happiness, each one identifying her contribution to the success of the party. It was a great party--did great things for my ego and really pleased mama!

S88.2088 Group Dynamics for Leadership in Education

Sample of Student Work

Assignment: End of Semester Log

4/24/78. In reading Herbert C. Kelman's Theory of Social Influence in which he distinguishes three processes of influence operative in social situations, I was particularly interested in his explanations of compliance. He explains it as a process in which a person adopts an attitude or opinion another person or group wants him to adopt in order to obtain a favorable reaction from the other person or group without actually accepting or believing in the attitude or opinion. He gives an example of a subordinate expressing agreement with his supervisor in order to curry favor but privately and inwardly disagreeing.

Not only do I agree with Kelman's theory, but I am presently experiencing this situation with an acting group teacher. When the original group teacher resigned, it became necessary to temporarily elevate the classroom assistant to acting teacher until a replacement with proper credentials could be hired. This particular assistant has been a staff member for the past eleven years and has accrued forty credits towards a B. A. degree in Early Childhood Education. She has been an extremely reliable, competent but somewhat controlling staff member, but it seemed only natural that she should be "rewarded" to some degree for the time and effort she had already invested in the classroom. When I proposed the acting teacher role and explained the meager monitary benefits but many responsibilities, she seemed pleased and readily accepted. Her co-workers are an aide, who has been in the classroom for seven months but with the center for three years. She is emotionally attuned to the children and likes them. The third member is newly hired as a part-time aide and had been the center substitute for two years with some knowledge of the children in that room.

Because the teaching positions were to be "temporary," I needed to make certain that they knew what their responsibilities would be towards the children. With this in mind I set up several conferences regarding classroom program. I wanted the program to remain much the same and stressed the importance of keeping the status-quo until the children became more secure with the staff. I also tried to prepare them for some negative reactions that were almost certain to occur among some of the children. We discussed several topics at some length and the responsibilities of handling 20 three to five year olds.

The teachers' first day was a mild disaster! The children were tense, unruly and loud; by mid morning they were all placed into "appointed areas." The assistant was waiting for me with a child who had threatened to hit her. The aide was loud and very officious.

While my first reaction was to "jump in" and take control, I kept my distance and tried to avoid the whole scene. I felt my presence would only add to whatever anxieties they were already experiencing and would undermine their creditability with other staff in the center. However, during nap-time the three staff members asked to see me immediately! As soon as they entered my office, they were not yet seated, the acting group teacher burst out with "Bob is giving us a problem!" As I looked at the others, they remained silent but gave slight shoulder shrugs as though to say "it's her problem." It soon became obvious that they were up-tight about something, and the only way I could get them to relax was to immediately give support by agreeing that what I had witnessed that morning was indeed rough, and I was sure they were disgusted, frightened and wanted to resign!

Whenever I run into similar situations with other staff, I have learned never to try and impress them with what I know nor how to correct the situation, but I become somewhat naive and ignorant. In my readings in Small Groups, I was gratified when I came upon Peter M. Blau, who has a theory on self-deprecating modesty. What a marvelous tool it is to use when helping members become less defensive and more accepting. I agree whole heartedly with his theory.

As I allowed the assistants the opportunity to ventilate, they relaxed, agreed that Bob was a problem and requested that I spend time in the classroom with them, because Bob was taking advantage of them and not showing them any respect. They asked if I would take Bob into my office whenever he acted up. I assured them that I would help as much as possible by meeting with them and would visit the classroom; however, I could not spend time involved in any program. I realized that they wanted me to resolve whatever problems they were having, but I did not want them to become dependent upon me. They needed to develop their potential for leadership and control.

In my observations that first week, it soon became apparent why all the problems were occurring. The continuity and the program we had so painstakingly discussed in our previous meetings were not being carried out. The classroom furniture had all been rearranged. The children were being controlled in groupings, i.e., going to the bathroom in line instead of alone, being served dessert instead of helping themselves and the most unimaginative quiet play. They were bored to death! Bob's outbursts continued on a daily basis. He was either forcefully escorted to my office, or I was being summoned to the classroom.

At the end of the first week as we reviewed the classroom happenings, and as I listened closely to the acting group teacher, I knew that she had only complied with my wishes and that she never really accepted or believed in the basic concepts of development. Her desire to comply was only to gain my favor and relieve her fears. Her anxiety in running the classroom and keeping the program as close to what she considered proper had created an environment of fear and uncertainty. Apparently she was so frightened by her responsibilities as teacher that she became rigid and controlling of both

children and staff. The classroom changes were a need for her own identification and safety, thereby not taking any distressing risks or being compared to the former teacher; and as a result of her tensions, she had become influencial in Bob's being scapegoated by the other assistants. I am sure the hostility and anger directed towards Bob was not always justified, that it was displaced and was really meant for me, the leader, who could not or would not relieve them of this burden.

The situation became further complicated when two assistants from other classrooms interferred with the acting group teacher's handling of Bob's mother. They stripped her of her authority in front of the child's mother. While this behavior was not too suprising since I already knew their attitude towards the acting group teacher, it was one of resistance and non-acceptance of her new status, I could not allow them to become competetive or "cut her down." This was the safety factor I had to provide as the director of the center. I immediately met with Bob's mother, discussed the reasons for his behavior and invited her to spend as much time as possible in the classroom. (She was already aware of his behavior and our efforts to have Bob seen professionally). My meeting with the interferring assistants was somewhat harsh. I reminded them that the acting group teacher had taken over a difficult position with many problems inherited, and she needed their support more than their criticism.

5/2/78. As the acting group teacher and her staff continued to meet with me, I was reminded of the terms "feedback" and "unfreezing." I was very aware that they needed every opportunity to express their fears and also that they need information concerning Bob's behavior and what I was doing about it. However, I also needed to prime them and help motivate them towards change in their attitudes, especially towards Bob. I was able to share why Bob was so unhappy and why his reactions in losing John, the previous group teacher, were not too suprising. I also asked them to think back to Bob's attachment to John over the last two years; the "father image" that had developed and was so strong and natural for Bob. I helped them to see that this particular child who had lost his own father through desertion was again experiencing this same loss with the teacher's leaving.

It took many meetings and several concrete suggestions in how to "challenge" and "channel" activities to allow Bob to handle his anger. I also kept them informed of the progress the social work aide had made towards setting up some therapy sessions at Bethlehem Israel Hospital. This information seemed particularly helpful to the acting group teacher who had become less anxious and more relaxed in her role as a leader of her classroom. As I continued to be available, to listen, to be supportive and also continue to make suggestions; she became more intune with the direction she wanted to take. She became more secure and also more comfortable with her co-workers.

As Yalom points out "as communication becomes more open in the group and members 'level' with each other, sharing their positive and negative perceptions with each other; they become more familiar with their blind selves, those aspects of their personality of which they were previously unaware."

S88.2088 Group Dynamics for Leadership In Education

Sample of Student Work

Assignment: Group Observation and Analysis

I have chosen a group meeting that is very similar to the first group I observed. I have done this for a specific reason. I found the two situations with their similarities had very interesting differences as well.

The physical setting of this meeting was as follows. Each Friday, A, the supervisor of the center, schedules appointments for all the students who are doing their fieldwork at the center. This week the two students were to meet with her at two o'clock, and I had an appointment for three. An important difference to note is that during my first few weeks I found A to be inaccessible, whereas, now she extends her time quite flexibly.

I had arranged a home visit with a five-year old boy I am working with and returned to the office at around two-thirty. I looked into A's office where B and C were seated. Again, their chairs were set up in front of A's desk with A sitting behind her desk. This might be my bias, but I feel this seating arrangement separates A from the students. It does not appear to change her role as leader but seems a protection of defense for her. As I have mentioned previously, I sense she needs to feel in control and reinforce her own feelings as a leader by her physical appearance (heavy) and her physical set-up of meetings with clients as well as the students placed in the center.

After I had looked in, A called me and asked me to pull up a seat to join the meeting. First, I was a little confused about why she would ask me to join a private meeting, and then I felt turned off. I felt slighted by A and wondered if I was still going to have a private meeting with her about my work. This is tied into my feelings of finding it hard to share a "mommy" figure, which A, or for that matter any group leader, is. In a group situation this dynamic, sibling rivalry arises often. This is an interesting and valuable dynamic to explore. A member can learn about his relationship with other people: his job, school through his relationships in his group. With both these feelings operating, I sat down in a third chair placed in a row-like formation. The differences between this meeting and the first one I had written up are very interesting. First, I did not come into this meeting feeling like a "good little girl." Here, I had come as the "slighted" member, somewhat angry and yet eager to share my experiences.

The differences between this meeting and my first meeting with A and the two students seems very clear to me. One, I did not feel afraid to voice my opinion or feelings about the center. At the first meeting I was wrapped up in concern about making a good impression on A so I kept quiet and did not take chances. My participation in this meeting could also be a

reflection of my increased comfort with being at the center and a growing trust in the staff. In group life the early meetings are frequently about building trust and feeling the other members out.

In addition, there were other dynamics taking place at this meeting. I observed the students, B and C, relating to A as her two children. They were very giggly (possibly their defense for being afraid), and asking many questions. Their meeting was to discuss termination with their clients. This is a very "emotionally-charged" topic for therapists (or students in training) and people in treatment. A was supportive of B and C, and gave them opportunities to express their feelings. I noticed how I kept myself separate from this discussion. I do not really feel that my placement (one term) has given me the opportunity to establish a full relationship with the women I see, so my emotional investment is not so involved.

The next difference I noted about this meeting as opposed to the first group observation was in the role allocation. Here, I would attribute some of the change due to the phase of the group. Whereas in the first session I described, it was actually the first time we had all met together as a group; there was much testing and feeling each other out on. Here, in the working phase of the group, we each felt more comfortable and let down our defenses slightly. Although my feeling is that in letting some initial defenses down one brings out others.

My observations of the role allocation during this meeting went along these lines. The two students, B and C, were giggly and nervous, playing the role of the two children. I who had previously felt like the "quiet child," or at the beginning more the "slighted child," had transformed my role to that of identification with the leader, in this case A.

I distanced myself from the group in this way. I identified with A, which I can see being my way of dealing with being vulnerable. If I am as powerful as the leader, then she cannot affect me. In addition, if she sees my competence, I will get positive attention. I can see this dynamic as an important one for most groups. That is, the roles members adopt to get attention from the other members or the leader determines the tone and smoothness of a group. In a therapy group this interaction between members and between members and the leader is the vehicle for the group to work through its difficulties; whereas in a task group, such as ours, the interaction is not utilized but sort of coexists along with the task of each session.

My identification with A afforded me the ability to be more open with the group. I felt less inhibited to share my feelings and opinions during the meeting. I felt as if my identifying with A assured me of her approval, much like little girls do with their mothers. This dynamic of gaining the leader's approval is very powerful in group life as a group can be viewed as a family with siblings vying for the approval of "mother" each in their own way.

In this meeting we were discussing ending our relationships with our clients and how we felt about this. B, who I have observed to be the "good, stable child," assured us that she had felt that she had really made an impression on her clients and felt comfortable with termination; whereas C said, "she doubted that she had helped her clients and felt very sad about leaving." She seemed to be more honest about her feelings, or perhaps I identify more with her feelings. A suggested to C that she go into treatment as maybe her feeling ineffective is a conflict in her personality. C agreed that this was a good idea and that she was exploring alternatives. I was a little taken aback by A's bluntness. I shared my feeling of termination with an underlying feeling of anger toward A as C does touch off my feelings about my own effectiveness as a counselor. My identification with A seemed stronger, and I shared my own experience, something I rarely do in a new social situation. I felt scared to do this, but I did feel the space of the group was safe enough to do so.

Basically, the differences I observed here was a change in the role allocation of the group members. Only A's role seemed consistent. She continues to physically set herself up as the leader, uses the desk to separate herself from the rest of the group. She uses a very direct way of communicating, often is blunt. She as a leader does not really encourage people to share their feelings. She either directs their feelings or sets herself as the "critical mother," whom her children try to please.

From my individual contact with her, I sense that she is defensive about her position as leader. I have a sense that leaders who tend to be pushy and blunt may be harboring insecurities concerning their positions.

Other than our class and large workshops I have attended, I would enjoy the experience of being a member of a group. I find the interaction between members and members and leader provides many opportunities for one to look at their relationships with people. It is interesting to watch people's dynamics and make inferences about their lives and the way they handle relationships.

New York University

School of Education

Washington Square
New York, N.Y. 10003
Telephone: (212) 598-1212

APPENDIX L

STUDENT BACKGROUND INFORMATION AND

OBJECTIVES FOR FIELD PLACEMENT

December 20, 1976

Director
Field Placement

Dear

The following students from the Leadership Program in Infants and Toddlers have indicated an interest in a Spring Term 1977 placement with you:

Attached are background information sheets and field placement objectives for each student. They will be in touch with you shortly to arrange an appointment for an interview.

As you may recall at our recent meeting of consultants to the Program, it was decided that this interview would enable student and director to arrive at a mutual decision as to the appropriateness of the placement in terms of congruence between student objectives and center offerings. To expand possible choices, each student will be exploring the viability of at least two placements.

Please advise me of the outcome of the interviews.

Sincerely,

Irene S. Shigaki
Associate Professor
Program Coordinator
Leadership Program in Infants & Toddlers

ISS:MER

Enclosures

cc:

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Graduate Leadership Program in
Infant & Toddler Care and Education

Background Information Sheet

Name: _____ Phone: ( ) _____
Last First

Local Address: _____

Education Background: Schools, Majors, and Dates:

_____

_____

_____

_____

Professional Experiences: Types of Positions, Places, and Dates:

_____

_____

_____

_____

Other experiences that you feel may be helpful to the Director in Field Placement (e.g., number and age of own children, other experiences, etc.):

_____

_____

_____

_____

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Graduate Leadership Program in
Infant & Toddler Care and Education

Name:_____ Date:_____

To facilitate the mutual selection of a field placement, indicate specific goals you have set for yourself in any of the areas below. This information will be shared with Directors of Field Settings.

1. Relational Systems:

2. Child Development:

3. Health:

4. Community Base:

5. Planning an Appropriate Learning Environment:

6. In-service Education:

7. Parent Education:

8. Management and Administration:

9. Leadership as Related to Self, Human Service Delivery System, and the Task:

10. Others:

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Graduate Leadership Program in
Infant & Toddler Care and Education

Field Placement Preferences

Name: _____

Indicate below your field placements in order of preference starting with your first choice, etc. In light of the objectives you have set for yourself for the coming term, indicate the rationale for each choice.

1. Center:

   Educational Rationale for Choice:

2. Center:

   Educational Rationale for Choice:

3. Center:

   Educational Rationale for Choice:

APPENDIX M

ASSESSMENT PROCEDURES FOR FIELD WORK REQUIREMENT

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

Fall Semester 1976-1977

ASSESSMENT PROCEDURES FOR FIELD WORK REQUIREMENT

Objective of Field Work - Application of Knowledge

And Leadership Process

Assessment is to be a joint responsibility of the student and supervisor. The purpose of assessing is to help the student understand his/her own growth, to develop new learning objectives, and to diagnose the strengths and weaknesses of the program.

The final assessment is to be based on how the student has used field placement to develop new learnings over the semester. Opportunities for demonstration of these new learnings are provided in the following three ways:

(1) performance in the field

(2) written response to the application of current semester's course content (Part I below) and written self-evaluation (Part II below)

(3) conferences after each field visit and an end of semester conference.

Part I: Assessment of Application of Course Work

A. PSYCHOLOGY OF INFANTS AND TODDLERS. Communicate:

1. Two cases of how you identified behavior that according to age norms was either developmentally appropriate or showed a developmental lag or acceleration.
2. How you evaluated individual children's growth and provided compensatory and/or enhancing developmental activities.
3. What you did to facilitate the mental well-being of infants in your group care setting and why (Application of theory/research discussed in class).
4. Identify and describe at least two practices in your Center in the light of relevant theory and research discussed in class (e.g., attachment behavior).

OR (Student's Alternatives) _____

_____

_____

B. HEALTH: FAMILY DYNAMICS, ROLES & RELATIONSHIPS, STAFF DYNAMICS. Communicate:

5. How you assessed the health status of your infants and toddlers and what you recommended to parents and day care staff as appropriate preventive measures.
6. Your role in helping the child and family use the possible effects of hospitalization and illness as a means for increasing their potential in dealing with later stress.
7. Two of your observations and interpretations of a child's relational system.

B. HEALTH: FAMILY DYNAMICS, ROLES & RELATIONSHIPS, STAFF DYNAMICS (CONTINUED). Communicate:

8. Two of your observations and interpretations of staff relational systems at your Center.

9. Your assessment of a social system (either family system or day care system) and identification of patterns of interaction, role assignment, patterns of communication, and the main value orientation and two rules of the system.

OR (Student's Alternatives) _____

_____

_____

C. INSERVICE EDUCATION.

10. Reflect on your field experience this term. Identify those suggestions that you think will enhance the program. Formulate your suggestions in a way which can be shared with and "heard" by the director. After the final conference arrange to meet with the director to communicate your suggestions.

OR (Student's Alternatives) _____

_____

_____

Part II: Student Self Assessment - Leadership Process

Communicate how you in your field placement defined and carried out your own individual objectives; those objectives meaningful to you in terms of your interests, goals, ambitions, and perceived needs.

1. Where was I in the beginning?
   a. What did I know about the psychology of infants and toddlers and the human relational system?
2. Where am I now?
   a. What are my indicators that my objectives have or have not been reached?
3. How did I get here?
   a. What course work helped?
   b. What field work helped?
   c. What characteristics, personal or interpersonal, were required to do what I wanted effectively (i.e., tact, tolerance, patience, empathy, openness, etc.)? What characteristics got in my way?
4. Where am I going next semester?
   a. Where am I in becoming?
   b. What new leads did my field experience give me?

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

Spring Semester 1977

ASSESSMENT PROCEDURES FOR FIELD WORK REQUIREMENT

Objective of Field Work - Application of Knowledge

And Leadership Process

Assessment is to be a joint responsibility of the student and supervisor. The purpose of assessing is to help the student understand his/her own growth, to develop new learning objectives, and to diagnose the strengths and weaknesses of the program.

The final assessment is to be based on how the student has used field placement to develop new learnings over the semester. Opportunities for demonstration of these new learnings are provided in the following three ways:

(1) performance in the field

(2) written response to the application of current semester's course content (Part I below) and written self-evaluation (Part II below)

(3) oral conferences held with student and supervisor after each field visit and a final personal conference held with each student and her supervisors.

Part I: Assessment of Application of Course Content

A. EDUCATION OF INFANTS AND TODDLERS
Choose from the items below those which are most relevant to your experience in the field. Communicate:

1. What is the stated philosophy of your Center? Are the curriculum and program congruent with this philosophy? Cite specific examples.

2. The effectiveness of your Center in achieving its goals. Support your conclusions with evidence (examples). Make suggestions for improving effectiveness.

3. How your Center uses learning resources such as books, people, objects, and/or media to enrich learning experiences for children (document).

4. The grouping patterns practiced in your Center and the rationale for them, i.e., one-to-one (caregiver-child), small group (peer), large group (peer), independent, pupil-caregiver ratio.

5. How your Center provides a variety of experiences to meet individual differences within a group setting (document).

6. Some examples of effective caregiving behavior you witnessed and how you reinforced it. Some examples of caregiving behavior you witnessed that you would like to change and how you might accomplish this.

7. Some examples of how the Center communicated with a parent to increase the parent's awareness of developmental needs and/or the significance of their child's behavior (informal contact, classroom visit, conference, planned meeting, etc.).

8. What is the nature of parent participation in this Center (examples). If you find the parent participation appropriate, state why. If you recommend changes, state what and why.

9. Identify the theory behind the Center's use of space and assess its application. How effective is this translation? Would you change anything?

10. What evidence is there of on-going evaluation of program effectiveness (both formative and summative)? What recommendation would you make for improving the evaluation component?

OR (Student's Alternatives) _____

_____

_____

B. INSTITUTIONAL MANAGEMENT AND ORGANIZATION
Choose from the items below those which are most relevant to your experience in the field. Communicate:

11. How you viewed and learned from the organizational structure of your Center.

12. Describe specific tools of management which you have found to be essential in directing the resources available toward the goals and objectives of the Center.

13. Identify those areas in which you need to stress development in order to be an effective leader.

14. How your knowledge of nutrition, sanitation, and safety can help to promote present and future health of the infant and toddler.

15. Discuss how a Center might both expand beyond its present resources and make more efficient and more effective use of time, money, energy, space, and human resources.

OR (Student's Alternatives) _____

_____

_____

C. INSERVICE EDUCATION:

16. Reflect on your field experience this term. Identify those suggestions that you think will enhance the program. Formulate your suggestions in a way which can be shared with and "heard" by the director. After the final conference arrange to meet with the director to communicate your suggestions.

OR (Student's Alternatives) _____

_____

_____

Part II: Student Self Assessment - Leadership Process

Communicate how you in your field placement defined and carried out your own individual objectives; those objectives meaningful to you in terms of your interests, goals, ambitions, and perceived needs.

1. Where was I in the beginning?
   a. What did I know about education for infants and toddlers and institutional management? What goals did I set for myself in these areas?
   b. What other learning objectives did I set for myself?
2. Where am I now?
   a. What are the indicators that my objectives have or have not been reached?
3. How did I get here?
   a. What specific aspects of course work helped?
   b. What specific aspects of field work helped?
   c. What characteristics, personal or interpersonal, were required to meet my goals (i.e., tact, tolerance, patience, empathy, openness, etc.)? What characteristics got in my way?
4. Where am I going now professionally?
   a. Identify areas for further growth.

APPENDIX N

GUIDELINES FOR GROUP PROJECT AND SAMPLE SUMMARIES OF PROPOSALS

NEW YORK UNIVERSITY

School of Education, Health, Nursing, & Arts Professions

Infant and Toddler Program

GUIDELINES FOR GROUP PROJECT

Have you included in your thinking?

1. Clearly define the social need that your center will address. What evidence is there that the identified need is the same as the actual need?
2. Who participates in the development of the response to the identified social need? (Who is the governing board?)
3. What do you believe about children and their place in society? (What is your philosophical base?)
4. Of the many possible responses to the social need identified, which one will form the base of the program? What are your program goals?
5. How many children will you serve, what ages and what kind of facility will you need, where will it be located?
6. How many hours during the day will the facility operate? How many days in the week?
7. What is the general orientation of your curriculum?
   What needs of children are considered crucial? How will they be addressed?
   What is your view of the caregiver? What is your view of the child?
   What patterns of grouping will be utilized and for what purposes?
   What is the nature of your daily program?
8. What kind of staff is needed and with what kind of competencies?
9. What is the nature of the space and equipment needs of your center?
10. What are the costs involved? (Operating budget)
11. What approaches to evaluation will you utilize to provide information on both process (formative) and outcome (summative)?

Organizational questions:

1. What are the tasks that must be undertaken by the whole group?
2. What tasks can be carried out individually and in small groups?
3. What procedures do you need to establish in order to ensure continuity as well as comprehensiveness of the final project?

DO YOU HAVE A CLEAR RATIONALE TO SUPPORT EACH OF YOUR DECISIONS?

THE CHILDRENS' HOUSE INFANT AND TODDLER DAY CARE: A PROPOSAL

Introduction

The 1970's may be recorded as the decade of day care. Ever-increasing numbers of mothers of preschool children are joining the work force and creating a need for quality day care for their children. The phenomenon of the working mother crosses race, class, and income levels. The early 70's saw a proliferation of day care centers as the federal government and business strove to meet the day care needs of working mothers. Many of these centers were ill-planned, hastily established, and soon failed. Federal funds for day care were withdrawn, and centers were forced to close. Yet the need for quality day care continues to increase. More women from intact families are choosing to work, and more divorced women are finding they must work to support their children.

Perhaps the 1980's will be recorded as the decade when family and group day care facilities can be expanded, when the quality of these facilities can be improved, when early childhood professionals will work diligently to help translate research data and theory into practice. The federal government and the private sector must work cooperatively toward these three objectives. The task is herculean. Let us not forget that the infant we choose to nurture or to neglect is the future of man.

We have worked to design a facility which will meet the day care needs of employees and students at New York University. The center is to be located in a brownstone near Washington Square Park. The university population was chosen with the view that relationships with the university could be established to the point that the university would become a resource for the center and the center a learning source and training model for the university. The day care facility has been laid out with numerous one-way mirrors and an observation room to accommodate researchers without creating a disturbance to the children or caregivers. Student teachers from a variety of disciplines (School of Social Work, Nursing, Early Childhood, Infancy and Toddler Education, Educational Psychology, and Psychology) would be given term classroom assignments based on the center's operating hours. Much of the current day care literature has resulted from university-affiliated centers such as Keister's Demonstration Project at the University of North Carolina in Greensboro, Frank Porter Graham Center at the Univeristy of North Carolina in Chapel Hill, the Family Development Research Program at Syracuse University, and the Edith B. Jackson Child Care Program at Yale University. It would be expected that this center's affiliation with New York University would enable faculty and students to develop and publish valuable contributions to the field of day care.

Our infant toddler center proposal assumes staff, faculty consultants, and student teachers share a deep commitment to children and to the future of child care. Infant and toddler education demands the decades of commitment and professionalism that were devoted to developing excellent preschool

programs fifteen years ago. We have faith that dedicated altruistic professionals seek participation in the development of high quality child care.

The focus of the infant toddler center is upon the developmental needs of the whole child. The child is the central point for the planning of all components of this day care facility. In keeping with the child-centered philosophy, we have integrated some of the aspects of a good home setting with the strengths of the group care setting. Each child is assigned to a primary teacher in order to promote trust and security; yet each child experiences relationships with other adults on the staff. The physical space is modeled on a home environment with the furniture scaled to child size. Each child has his own cubbie in which to store his personal possessions (clothes and toys) and also has the use of a wide variety of stimulating materials and equipment in the indoor and outdoor spaces. Mixed age groupings facilitate cross-age interaction, learning by imitation, and enable teachers to observe a developmental range. Even the name of the center, The Children's House, reflects our focus upon the child.

Additional Areas Developed in Proposal

I. Assessment of Social Need
II. Philosophy and Goals
III. Organizational Hierarchy
IV. Staffing
V. Population and Admissions Policies
VI. Layout and Design--Indoor/Outdoor
VII. Daily Schedule and Curriculum
VIII. Nutrition
IX. Physical Health and Safety
X. Parent Participation
XI. Evaluation
XII. Budget

RAMAPO PLAY GROUP

Overview of Program

Parents are becoming more and more aware that the peer interactions their young child experiences greatly enhances his development. Many times for ages three years and under it is difficult for the parents to find "playmates" for their child, particularly if that child is in some way handicapped. While there are recent trends toward mainstreaming of school age children through the public schools, public law, and parental demands, there exists a need to implement this idea at the younger age levels. Through interaction at a very young age, both the normal child and the handicapped child can grow up with a better understanding of themselves and each other. This very early interaction may also provide a base upon which the long needed general societal acceptance of individualities and handicaps can be built.

One appropriate service which would answer both the need for mainstreaming and the need for interaction of very young children would be a play group where varied children from six months to three years of age could play together in a relaxed atmosphere. We, as board members, are proposing such a center for the young children of Rockland County. The Ramapo Play Group will provide services for a total of 66 children with various attendance schedules available. Parents of the children may choose a two-, three-, or four-day program, where each day will consist of a 2½-hour session. Three groups will be arranged according to the following approximate age levels--6-14 months, 12-24 months, and 20 months +--each group having morning or afternoon sessions. There will be six children in each of the 6-14 months sessions and eight children in each of the other sessions. Each class will be staffed with a teacher and an assistant. Though we do not wish to place emphasis on the handicaps that a child may possess, in order to uphold our philosophy of the need for mainstreaming, each class will be set up with an enrollment of approximately 25%-30% handicapped children.

During this initial development of the play group, we, as board members, feel it is of utmost importance to establish a firm philosophy upon which all activities of the center will be based. By its very nature this center places its major emphasis on children learning through various combinations of interactions, discovery, and play. Therefore, each experience that a child encounters at the play group should be one that he will enjoy, will learn from, and will want to share with others. By the nature of the varied population that will be enrolled at the center, the activities provided for the children should afford each child the opportunity for success. Through providing an environment in which the children are free to explore, manipulate, and discover on their own, one is able to guide the child to his learning experiences rather than "teach" him. Through the child's own discovery of various elements in his environment, he is given the feeling of importance. He has acted, and the world has responded to his actions. Only through the child's own careful analysis of the world's responses to his actions can true learning take place. A child's play is one activity which fosters this experience and may be the only activity which allows many handicapped children an opportunity to feel any control over their surroundings.

In selecting children to be involved with this play group, we do feel that it is quite important that children of all capabilities be included, providing that their presence does not endanger the safety of themselves or other children in the play group. In the past many of us have seen children judged and categorized with imprecise terms that have later become permanent labels. During this early, "normal" experience that a handicapped child will have through his participation in this play group, it is hoped that this later unnecessary treatment of the handicapped child can be avoided. Perhaps through the handicapped child's experiences with his "normal" peers, he will be able to develop other capabilities which will compensate for his deficits. It is hoped that agencies with which any handicapped child from our play group may be involved will learn from this child of the capabilities that handicapped children do possess when given the opportunity to develop them. Perhaps the agencies dealing with handicapped children may begin to share our view that a handicapped child is in many ways much more like the "normal" child than unlike him.

With all children that are participating in this play group, a relationship will be formed where the staff involved with them will be open and flexible in their attitudes. It will be understood that all children grow and change in a variety of ways, and each child must be considered as an individual developing at his own rate. The curriculum set up for each group of children will be designed to enhance the development of each child and will reflect respect for each child's individuality. While we recognize that the handicapped child has needs which will require at times special considerations and accommodations, our major focus will be on the integration of the child into the group in as normal a way as is possible.

Through the formation of the Ramapo Play Group, we wish to achieve the following goals:

For the children:

To develop a desire for learning and interaction.

To begin to develop a sense of acceptance and respect for each child with whom they interact.

For the staff:

To develop an attitude of acceptance, understanding, and respect for the individuality of each child.

To develop a deeper knowledge and understanding of the various components of early childhood development.

To learn to tap the various resources available on a continual basis (i.e., literature, research, community consultants, other staff members, etc.)

For the parents:

To develop a sense of acceptance, understanding, and respect for the individuality of their own child and all children.

To realize that through their participation in the activities of the play group they can play an important part in the development of community awareness.

For the community:

To become aware of the need for integration of the handicapped into normal settings in all facets of life.

Additional Areas Developed in Proposal

- Curriculum
- Board of Directors
- Staffing
  - Organizational Chart
  - Personnel Policies
  - Initial Orientation
  - Inservice Training
- Admission Policy and Procedure
- Description of Facility
  - Floor Plans
  - Facility Equipment
  - Safety Regulations and Procedure
- Parent Involvement
- Community Resources
- Budget
  - Initial Outlay
  - Operating Budget
  - Cost Per Child and Fee Schedule
- Program Evaluation